

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Indian Demonstration Grants for Indian Children

CFDA # 84.299A

PR/Award # S299A160071

Grants.gov Tracking#: GRANT12175624

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/31/2016"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="San Diego County Superintendent of Schools"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="95-600935"/>	* c. Organizational DUNS: <input type="text" value="0875811530000"/>

d. Address:

* Street1: <input type="text" value="6401 Linda Vista Road"/>
Street2: <input type="text"/>
* City: <input type="text" value="San Diego"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="92111-7399"/>

e. Organizational Unit:

Department Name: <input type="text" value="Learning and Leadership Svcs"/>	Division Name: <input type="text"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Olympia"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Kyriakidis"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Leader, Achievement Gap Task Force"/>	

Organizational Affiliation: <input type="text" value="San Diego County Office of Education"/>

* Telephone Number: <input type="text" value="858-292-3545"/>	Fax Number: <input type="text"/>
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* Email: <input type="text" value="olympia.kyriakidis@sdcoe.net"/>
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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

E: Regional Organization

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

13. Competition Identification Number:

84-299A2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Circles o Equity Native American Youth Community Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,000,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

 ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Olympia Kyriakidis</p>	<p>TITLE</p> <p>Assistant Superintendent of Business Services</p>
<p>APPLICANT ORGANIZATION</p> <p>San Diego County Superintendent of Schools</p>	<p>DATE SUBMITTED</p> <p>05/31/2016</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="San Diego County Superintendent of School"/>	7. * Federal Program Name/Description: <input type="text" value="Indian Education -- Special Programs for Indian Children"/>
	CFDA Number, if applicable: <input type="text" value="84.299"/>

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
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10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

San Diego County Superintendent of Schools

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

Circles of Equity for Native American Youth Community Project (Equity Project)

Purpose. The Equity Project aims to unite and leverage district and tribal educational support efforts to improve the educational opportunities and achievement of Native American (NA) youth in San Diego County. The official partners include the LEA, **San Diego County Office of Education** (SDCOE), and the TEA, **Viejas Tribal Educational Agency**. Other partners include local San Diego county school districts and tribes, such as Campo Band of Kumeyaay Indians. Additionally, experts from California State San Marcos' California Indian Culture and Sovereignty Center and the Kumeyaay Community College will advise the project.

Grant Outcomes. The Equity Project will (1) increase the high school graduation rate of NA youth; (2) increase University of California and California State eligibility through "a-g" completion rates of NA youth; (3) increase the academic achievement of NA youth; (4) improve the social emotional health, including a positive cultural identity and self-image of NA youth; (5) increase the number of in-service teachers prepared to understand, develop, implement culturally responsive literacy aligned to the state language arts framework; (6) increase the percentage of San Diego County district staff prepared to provide culturally/community-responsive systems; (7) Develop Framework, *Circles of Equity, a Blueprint for Creating Community Responsive Environments for the Achievement of Native American Youth*.

Geographic Area. San Diego County has more Indian reservations than any other county in the United States. The reservations, however, are small; total land holdings are just over 124,000 acres or about 193 square miles of the 4,205 square miles in San Diego County. Most of San Diego County's population of NA youth is spread among several reservations located primarily in rural

areas with corresponding, small rural school districts serving their educational needs.

Barriers and Opportunities. Through a Needs Assessment, the following themes emerged as the greatest barriers to achievement: (1) mindset of educators; (2) school cultures that may not be culturally responsive and may foster low expectations; (3) social and emotional needs of students including student self image, and cultural identity; (4) student perception of the relevance of school in their lives; (5) geographic isolation; (6) family engagement and connection to schools; (7) A lack of NA role models in a variety of careers and fields. A data investigation revealed a significant opportunity gap in both graduation rates and California university eligibility rates for Native American students in San Diego County. Project needs are addressed by the following opportunities: (1) sustained professional development (PD) and collaboration between tribal members and district educators; 2) youth development by educators 3) PD in equity, cultural responsiveness, and trauma-informed practices; 4) a systemic analysis of graduation requirement eligibility and “a-g” eligibility for state higher education pathways to improve efficacy among school district counselors; and 5) PD of tribal, parent liaisons.

Community Engagement and Objectives. The Community Circles and the local Cohort Circles are designed to create a collaborative space among districts, tribal educational leaders, parents, and students to (1) increase the capacity of project participants to provide regional culturally/community-responsive education for NA youth across the county; (2) provide local culturally/community-responsive PD, ongoing coaching, and collaboration around equity and access; (3) provide literacy PD, coaching, and support on research-based practices to participating teachers through a trainer-of-trainer model; (4) improve student writing ability, high school graduation rates for local NA youth, and improve access to “a-g” courses, and pathways to college and career through participation in a district transcript analysis process; and

(5) improve student agency, self -mage, cultural identity, and engagement in school.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

Educational Circles of Equity for Native American Youth Community Project

Key Terms.

American Indian/Alaska Native (AI/AN): term used by California Department of Education (CDE) for Native American (NA) youth

Academic Literacy: the cognitive and tangible skills involved in reading and writing, as well as the integrative role of academic oral language (Genesee, Lindholm-Leary, Saunders & Christian, 2006; August and Shanahan, 2006; Short & Fitzsimmons, 2007)

Educational Equity: the concept that each student receives what he or she individually needs to develop their full potential—and succeed (Bankenstein, Noguera 2015)

Community Circle (Consortium): tribal leaders, tribal educational agencies, San Diego County (SDCOE), and district leadership, Native American parent liaisons, Native American youth

Design Thinking: an approach to solve problems, create solutions, and improve systems, created by the *dschool* at Stanford University

Equity Leaders: three educators (lead teachers, administrators, counselors, parent liaisons) from each of the 11 school districts who collectively lead local projects

Local Cohort Circles: representatives from each community circle working with the schools' equity leaders to transform educational experience of Native American students.

Programmatic Items: budget, grant requirements, and timeline

Scope of Work: desired goals, objectives, activities, and outcomes

Site Teachers: teachers implementing the culturally relevant literacy approach in classroom and after school contexts

Strategic Team: Project Director, Project Advisor, Project Facilitator

Educational Circles of Equity for Native American Youth Community Project

California-specific Terms:

“a-g” Requirements: the 15-unit pattern of courses required for freshman admission to California universities;

CAASPP: the California Assessment of Student Performance and Progress

CHKS: California Healthy Kids Survey, administered in grades 7, 9, and 11

English Language Arts/English Language Development (ELA/ELD) Framework: Blueprint for the implementation of two interrelated standards: California Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

Educational Circles of Equity for Native American Youth Community Project

Introduction. The Circles of Equity for Native American Youth Community Project (hereinafter known as the Equity Project) is designed as a San Diego County Native Youth Education Project, including several project circles, which in Native American cultures, often symbolize creative spaces to communicate, solve problems, heal, teach, and celebrate life events. The San Diego County Office of Education’s Achievement Gap Task Force (hereinafter “SDCOE”) in partnership with the following San Diego County school districts (Warner, Valley Center/Pauma, Julian, Alpine, Lakeside, Dehesa, Bonsall, Mountain Empire, Borrego Springs, and Grossmont), in collaboration with the following local San Diego County Native tribes (Viejas Band of Kumeyaay Indians, Barona Band of Mission Indians, La Jolla Band of Indians, Los Coyotes Band of Mission Indians, Santa Ysabel Band of Diegueño Indians, Pauma/Yuima Band of Mission Indians, Manzanita Band of the Kumeyaay, La Posta Band of Mission Indians, Campo Band of the Kumeyaay Indians, Capitan Grande Band of Mission Indians, Cuyapaipe Band of Mission Indians, San Pasqual Band of Indians, Rincon Nation of Luiseno Indians, Sycuan Band of the Kumeyaay Nation, and the Mesa Grande Band of Mission Indians), and with the programmatic evaluation expertise of the San Diego County Office of Education’s Assessment and Evaluation Team, proposes to conduct a four-year national Native youth community project designed to increase the percentage of Native American youth who graduate high school, complete “a-g” pathways, and feel more engaged in school. Additionally, the Equity Project proposes to increase the percentage of educators in San Diego County with the mindset, knowledge, and skills needed to create community responsive systems in support of positive academic and social emotional outcomes for Native American youth.

This project addresses **Absolute Priority: San Diego County Native Youth Community Project**, *Competitive Preference Priority One*, including several small, rural LEAs, and

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Competitive Preference Priority Three, including partners that have received State Tribal Partnership Education Grants.

A. The Need for the Project in San Diego County

The Need. During the first visit to Indian Country by a United States (U.S.) President in fifteen years, President Obama described a crisis in Native American education. “Just over 50% of Native students are graduating high school, compared to nearly 80% for the majority population” (Brewer, 2014). For several decades, Native American students across the U.S. have suffered from inequitable educational opportunities (Oakes and Maday, 2009). According to the National Center for Youth Law, “Throughout its history, the United States education system has excluded and devalued its Native American students, resulting in a persistent achievement gap between Native Americans and other students” (Ackerman-Brimberg, 2014). In a 2011 letter to tribal leaders in response to the report, *Tribal Leaders Speak, The State of American Indian Education*, former U.S. Secretary of Education, Arne Duncan, explains,

Unfortunately, too many Native American children are not receiving an education that prepares them for college and career success, too few of them are going to college, and far too many of them drop out of high school. We have to dramatically improve the quality of education in Indian country and for Native American students, whether they live on reservations or not. (p. 1)

In California, there is a significant disparity between educational achievement of Native American students and other ethnic groups. The 2014 California Department of Education (CDE) report, *The State of the American Indian and Alaska Native Education in California*, reveals considerable gaps in American Indian/Alaska Native (AI/AN) matriculation and graduation compared to other ethnic groups in the state. “ In particular, the decline in overall

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college readiness for AI/AN students to meet the 'a-g' college entry requirements points to the specific work that must be done to improve college-readiness for California's AI/AN population" (Gregor, Proudfit, 2014). Specifically, California's AI/AN high school students are 5.4 percent more likely to drop out of high school, 6.5 percent less likely to meet high school graduation requirements, and 13.4% less likely to meet "a-g" requirements than the overall state average (CDE, 2015). AI/AN are severely underrepresented in California's three-tier university system (CDE, 2015). Similarly, in San Diego County, the 2015 American Indian (AI/AN) graduation rate is 69.6% (out of 227 students, 158 graduated in comparison to the county's overall 2015 graduation rate at 81.8%, a difference of approximately 12%. In San Diego, 31.3% of AI/AN students, and 47.5% of students overall, graduate having met state college eligibility requirements.

The Barriers. During research for the Achievement Gap Task Force and as a means to assess needs for this grant, the SDCOE Leader of the Achievement Gap Task Force (and the Project Director for this grant) conducted extensive interviews to determine barriers to student achievement and positive youth development. During this process, tribal educational leaders, local Indian Educational Center leaders, and local school districts leaders, who work directly with Native American youth, provided perspectives and data around in- and out-of-school barriers to the readiness of local Native American students for college and careers. Through an analysis of the interviews, the following themes emerged as the greatest barriers to achievement: (1) mindset of educators working with Native American students, including implicit bias and low expectation; (2) school cultures that may not be culturally responsive and may foster low expectations; (3) access to high-quality literacy instruction; (4) social and emotional needs of students including substance abuse, student self image, and cultural identity; (5) student

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perception of the relevance of school in their lives; (6) geographic isolation; (7) family engagement and connection to schools; and (8) a lack of Native American role models in a variety of careers and fields.

Existing Opportunities and Supports. In San Diego County, the existing opportunities and supports for Native American youth in participating districts are primarily funded through Title VII grants, which support counseling in some districts and tutoring in others. Some tribes have Indian educational agencies, which support Native American youth through tutoring, encouraging family engagement, and advocacy for students with special needs. The California State San Marcos' California Indian Culture and Sovereignty Center and the Kumeyaay Community College (KCC), a tribal institution created and maintained by the sovereign power of the Kumeyaay people, are dedicated to the research of Kumeyaay traditional knowledge and bridge indigenous tribal knowledge and western knowledge.

Current CA district policies and practices support the creation of student success teams to support struggling students. In the case of Native American youth, many districts' student success teams are designed to create cooperative relationships between Indian Education Programs (Title VII, JOM and American Indian Education Centers), School District personnel, parents, tribes, and community agencies to promote the growth and potential success of our students. According to the Needs Assessment, the efficacy of these efforts is inconsistent from district to district due to varying resources and the efficacy and responsiveness of stakeholders.

B. Quality of the Project Design

Overarching goal: To improve the educational opportunities and achievement of Native American youth in San Diego County

I. Geographic Area According to the issue brief, *Engaging Native American Learners with Rigor and Cultural Relevance*, the distribution of Native American (NA) people, primarily in rural areas, and their relatively small population numbers can obscure achievement gaps. A high degree of transiency and a dropout rate of approximately 50 percent can further complicate the issue of identifying and analyzing the achievement gap. When already small populations dwindle, their achievement may go unreported, or what is reported may be flawed. In addition, schools and rural districts may experience difficulty in maintaining accurate records for students who transfer, move, or drop out of school (Oakes, Maday, 2009). San Diego County has more Indian reservations than any other county in the United States. The reservations, however, are small; total land holdings are just over 124,000 acres or about 193 square miles of the 4,205 square miles in San Diego County (San Diego County Tax Assessor, Proudfit & Gregor, 2014). Of the 20,000 Native Americans who make up the 4 tribal groups that live in San Diego County, only a small percentage live on reservation land. Please refer to the *Geographic Location* attachment for more details about the tribes included in this grant. Most of San Diego County's population of NA youth is spread among several reservations located primarily in rural areas with corresponding, small rural school districts serving their educational needs. Income from casinos supports some families on reservations in the county; nevertheless, families on most reservations are primarily supported by the state welfare system. Additionally, some of the reservations have Indian Education Centers, specifically Campo, Pala, Rincon, and Viejas. The

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Equity Project will utilize human-centered systems design-process to explore and unite the systemic efforts of several small, rural school districts (Warner, Valley Center/Pauma, Julian, Alpine, Lakeside, Dehesa, Bonsall, Mountain Empire, Borrego Springs, and Grossmont) which provide educational services to the following Native American tribes: (a) Viejas Band of Kumeyaay Indians; (b) Barona Band of Mission Indians; (c) La Jolla Band of Indians; (d) Los Coyotes Band of Mission Indians; (e) Santa Ysabel Band of Diegueno Indians; (f) Pauma/Yuima Band of Mission Indians; (g) Manzanita Band of the Kumeyaay; (h) La Posta Band of Mission Indians (i) Campo Band of the Kumeyaay Indians; (j) Capitan Grande Band of Mission Indians; (k) Cuyapaipe Band of Mission Indian; (l) San Pasqual Band of Indians; (m) Rincon Nation of Luiseno Indians; (n) Sycuan Band of the Kumeyaay Nation; and (o) Mesa Grande Band of Mission Indians.

The Equity Project will develop three cohorts in order to be responsive to the specific communities of each tribe within the individual school districts. The three cohorts are described as local Cohort Circles, again reflecting the importance of the circle in communication, healing, and education in Native American cultures. The district are grouped into cohorts; (a) Cohort Circle 1 – Warner, Julian, Dehesa, Mountain Empire, Borrego Springs; (b) Cohort Circle 2 – Alpine, Lakeside, Grossmont (c) Cohort Circle 3 - Bonsall, Valley-Center/Pauma. Each cohort will include SDCOE leaders, district educators, tribal educational leaders, and parent liaisons. Furthermore, a Countywide Community Circle, comprised of the Project Advisor, a local tribal and educational leader, the SDCOE Primary Researcher, the SDCOE Project Director, tribal educational leaders, and an educational leaders from the Kumeyaay Community College will support the project and meet at four countywide equity forums each year.

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Native American cultural expressions and lifestyles are diverse and varied, comprising more than 500 tribal and cultural groups in America, and 104 tribes located in the Pacific region of the United States. Each tribe is unique in its culture, traditions and language. The Equity Project is the first effort in San Diego County to unite several small school districts supporting the education of Native American youth. The National Legal Center for Youth recommends that educational reform efforts be grounded locally and include an overarching theme designed to create culturally sensitive schools. Culturally sensitive schools can shift the educational experience so that Native students can engage and succeed in school without having to deny their cultural identities (Ackerman-Brimberg, 2014). For these reasons the Equity Project is designed to move beyond national responsiveness and seeks to understand the local cultural identities and traditions of each tribe and respond more closely to their needs. Additionally, the teachers of Native American students are primarily very different than their students (Oakes, Maday, 2009). In fact, “nearly 80 percent of Native American students overall were taught by teachers who identified themselves as White” (Oakes, Maday, 2009). Therefore, the Equity Project is designed to improve local educational systems through human-centered-systems design (based on Stanford University’s Design Thinking) into the project. In the case of the Equity Project, the Design Thinking process guides the work of the Strategic Team in developing empathy for the needs of each of the tribes and the districts they serve as they identify solutions to the challenges in innovative ways. Furthermore, the Strategic Team will seek feedback quarterly from the school districts and tribes, in order to implement, evolve, and refine the activities. As a respected tribal leader, the Project Advisor’s role is key in geographically uniting the participating tribes in this effort and supporting their participation.

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2. Built on Success. This project design builds on the work of the SDCOE's Superintendent's Achievement Gap Task Force. The SDCOE established the Achievement Gap Task Force in 2003 to ensure every student graduates high school prepared to succeed in college and career. This countywide collaboration, which includes the Superintendents of the county's 42 school districts, as well as local education and business leaders, meet throughout the year to discuss the trends and patterns reflecting opportunity gaps for students. The task force hosts forums twice a year to bring student voices to the forefront of conversations and decision-making, while sharing practices that work to increase equity and access for all students by eliminating opportunity gaps. The San Diego County Achievement Gap Task Force has been praised throughout the state for its innovative work and its commitment to ensuring the success of each and every student.

Furthermore the project's Literacy Academies will build on the 26-year success of SDCOE's *WRITE* program, including culturally sensitive instruction based on the following broad research-based practices: (1) integrating ongoing PD into the school and classroom processes (Goddard, Hoy & Woolfolk-Hoy, 2004; Solorzano & Solorzano, 1999); (2) building on student backgrounds, languages, and cultural identities to enable differentiated instruction that is effective with all students (Colombo, 2002; Genesse, Lindholm-Leary, Saunders & Christian, 2005); (3) gathering and using data that teachers continually use to assess progress against CCSS measures through analytic rubrics that enable educators to see the detail of student achievement and target interventions accordingly (Copland, 2003; Kruse, 2001); and (4) experiencing the specific, authentic practice by students of academic skills within academic content areas (Isaacson, 2004; Olson & Land, 2007; Schleppegrell, 2003).

Additionally, teachers who use writing-based instruction also learn how to engage students in a wide range of academic literacy skills, namely critical thinking and digital

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literacy, which are key aspects of pre-writing that lead to higher quality writing products. This instructional approach specifically operationalizes key, high-leverage writing practices for students (Goldman, 2013) that: (1) teach genre writing as a process; (2) model writing for and with students; (3) build on students' backgrounds; (4) develop oral academic language; (5) teach vocabulary and grammar explicitly and in context; and (6) publish writing using technology (August & Shanahan, 2006; Genesse, Lindholm-Leary, Saunders & Christian, 2006; and Short & Fitzsimmons, 2007).

3. Strong Theory. The Equity Project will provide district leaders, teachers, counselors, Native American educational leaders, and Native American parent liaisons with instructional approaches and tools that are specifically sensitive to the needs of Native American learners through the following broad research-based practices: (1) providing educators with ongoing, high-quality PD and coaching around equity and community responsiveness inclusive of a cultural wealth-funds of knowledge approach (Blankenstein, Noguera, & Kelly, 2015, Duncan- Andrade, 2014, Freire, 2015, Muhammad, 2015, Powell, 2012, 2005; Gonzalez, et al., 2005); (2) improving the social emotional health of Native American youth through trauma informed practices, caring relationships with staff, and connectedness to school (Delpit, 1995, Duncan-Andrade, 2014, Payne, 2003; Perry & Svalavits, 2006); (3) promoting high expectations and equitable access in preparing students for college and career pathways (Blankenstein, Noguera, & Kelly, 2015, Singer, 2015, Ritchart, 2015), including a specific focus on academic literacy instruction (Atwell, 1987; DeGraff, 1997; Echeverria & Graves, 2003; Ernst & Kerri, 1995; Schleppegrell, 2003); (4) providing literacy instruction inclusive of formative and summative assessments aligned to the ELA/ELD Framework that includes cultural responsiveness and exploration, skill transference, and professional learning communities (August & Uro, 2011; Escamilla, 2009; Garcia, 2009); (5)

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gathering and using of data to assess progress against CCSS measures through analytic rubrics that enable educators to see the detail of student achievement and target interventions accordingly (Copland, 2003; Gottlieb, 2011; Kruse, 2001); (6) building on student backgrounds, languages, and cultural identities, to enable differentiated instruction that is effective with all students; (Alfaro & Hernandez, 2016; Colombo, 2002; Genesee, Lindholm-Leary, Saunders & Christian, 2005); (7) providing professional development to educators and counselors in promoting student agency in their learning and future (Fink, & Markolt, 2011, Hattie, 2012); and (8) providing culturally/community responsive training for district educators and parent liaisons to build bridges between the community culture and the school culture, therefore encouraging family engagement through authentic interest, trust, and respect (Demmert & Towner, 2003, Epstein, 2015, Gaitan Delgado, 2004, Oakes & Maday, 2009).

4. Goals, Objectives, Outcomes.

Goal 1: Build districts' capacity to create coherent, culturally/community-responsive systems for college-and-career readiness of Native American youth.

Objective 1.0: Increase the capacity of project participants to provide regional culturally/community-responsive education for Native American youth across the county.

Outcome 1.0: By May 2020, at least 90% of project participants will have developed the mindset, knowledge, and skills to build on existing community and district resources to implement research-based, best practices in creating culturally/community-responsive systems, as measured by a survey and documented by districts' Community responsiveness Plans and consistent attendance at countywide Equity Symposiums.

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Objective 1.1: Provide local culturally/community-responsive Professional Development (PD), ongoing coaching, and collaboration around equity and access, as documented by consistent attendance at Cohort Circle meetings.

Outcome 1.1: By May 2020, at least 90% of project participants will have developed a coherent, Community-responsiveness Plan to better serve their local Native American youth, as measured by a survey and documented by each district's Community-responsiveness Plans and consistent attendance at local Cohort Circle meetings.

Objective 1.2: Provide literacy PD, coaching, and support on research-based practices to participating teachers through a train-the-trainer model.

Outcome 1.2: By May 2020, at least 90% of participating teachers will be prepared to implement a research-based approach to integrate, culturally/community-responsive literacy instruction, as measured by a survey and demonstrated by consistent attendance at literacy PD sessions.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native American youth.

Objective 2.0: Improve high school graduation rates for local Native American youth.

Outcome 2.0: By May 2020, the average of Native American students graduating high school will have increased 5% each year, as measured by high school graduation rates.

Objective 2.1: Improve access to “a-g” courses, and pathways to college and career through participation in the district transcript analysis process.

Outcome 2.1: By May 2020, 100% of participating districts completing “a-g” pathways transcript analysis will have increased the percentage of Native American students in these courses by 5%, as demonstrated by the transcript analysis process data and the master schedule.

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Objective 2.2: Improve student writing ability.

Outcome 2.2: By May 2020, 80% of the participating students will have reached grade-level writing proficiency on culturally responsive district writing assessments, as measured by increased scores on analytic rubrics (pre/post writing assessments).

Goal 3: Improve student agency and social-emotional outcomes for Native American youth.

Objective 3.0: Increase student agency by creating learning opportunities for Native American students to understand their talents and strengths and develop a growth mindset.

Outcome 3.0: By May 2020, 90% of participating 10th grade Native American students will have participated in Gallup's StrengthQuest and in classroom/after school learning opportunities with a specific focus on building student agency and growth mindset.

Objective 3.1: Increase the percentage of Native American youth who feel connected, engaged, and motivated by school.

Outcome 3.1: By May 2020, the average of Native American students reporting a strong school connection will have increased 5% each year, as measured by the California Healthy Kids Survey in grades 7, 9, and 11.

Objective 3.3: Increase students' positive self-awareness and cultural identity.

Outcome 3.3: By May 2020, the average of Native American students reporting a positive self-awareness and cultural identity will have increased 5% each year, as measured by the California Healthy Kids Survey in grades 7, 9, and 11 and demonstrated by a minimum of 80% participation rate of Native American students in the countywide Native American Cultural Literacy and Arts Exhibition.

5. Project Activities. Activities to support the goals, objectives, and outcomes of the project: (1) Create a Strategic Team (Project Director, Project Advisor, and Project Facilitator) to design and

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implement the scope of work and align the project goals with district programs. The Strategic Team will hold a minimum of five meetings throughout the academic year to review the scope of work, the budget, program goals and meet quarterly with the SDCOE project evaluator; (2) Create three local Cohort Circles (administrators, teachers, counselors, tribal educational leaders, parent liaisons, and student leaders) to meet three times per year at local Cohort Circle Meetings; (3) Create a countywide Community Circle comprised of members from each of the local Cohort Circles. This countywide group will participate at the three countywide Equity Symposiums to support the design of district community-responsive systems; (4) Plan and implement culturally responsive, train-the-trainer Literacy Academies and ongoing coaching; (5) Support district Lead Teachers to provide PD to language arts, history, and afterschool teachers to implement high-quality, culturally responsive literacy units/projects; (6) Plan, organize, and implement a culminating, countywide Native American Cultural Literacy and Arts Exhibition; (7) Administer graduation requirements and an “a-g” analysis to determine trends and gaps in the completion of graduation requirements and state higher education eligibility pathways for Native American youth; (8) Provide guidance for high schools administrations and counselors to improve graduation requirements and “a-g” completion outcomes for Native American youth; (9) Provide training and guidance for school staff in trauma-informed practices and support the social-emotional health of students; (10) Provide Native American high school students with a *StrengthsQuest* assessment and guidance based on the results; (11) Provide training and coaching for tribal parent liaisons to encourage parental/family engagement; and (12) Develop a framework, *Circles of Equity, a Blueprint for Creating Community Responsive Environments for the Achievement of Native American Youth*, to document the scope of the work for replication and sustainability.

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6. Meeting the Needs of Native American Youth. The Equity Project's goals, objectives, and activities include a multi-dimensional approach designed to meet the specific and multi-faceted needs of Native American youth in San Diego County, as determined by the Needs Assessment provided by the Principal Director. The Needs Assessment determined several barriers in improving the achievement of Native American youth in the participating districts. These barriers led to several project needs, addressed by the activities in the following manner: (1) sustained professional development and collaboration between tribal members and district educators at the countywide Equity Symposiums and local Cohort Circles, designed to expand the mindset of educators working with Native American students by guiding them to recognize and address implicit bias and low expectations; (2) engagement in a human-centered, Design Thinking process to improve social-emotional outcomes for Native American youth (will occur during Equity Symposiums and local Cohort Circle meetings); (3) professional development in equity, cultural responsiveness, and trauma-informed practices in order to increase cultural sensitivity and efficacy in guiding Native American youth. Additionally, the cultural exploration component of the literacy project, and the StrengthsQuest assessment, will support a positive self-image and cultural identity for Native American youth; and (4) a systemic analysis of graduation requirement eligibility and "a-g" eligibility for state higher education pathways to improve efficacy among school district counselors and teachers to provide equitable opportunities for Native American youth. The analysis process and corresponding guidance for Native American students will improve students' perceptions of the relevance of their current coursework in their lives, as well as the importance of education for their future; (5) The formation of a larger countywide Community Circle and local Cohort Circles to unite tribal members, parent liaisons, district educators, and youth to break down isolating geographic

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barriers and to create cultural/community responsive educational opportunities; and (6) The professional development of tribal, parent liaisons in Equity Symposiums and local Cohort Circles in order to increase efficacy in promoting family engagement, helping build stronger connections to schools, and improving outcomes for Native American youth.

7. Collaboration of Appropriate Partners. Cooperative lifestyles built on community are a core value among Native American communities. As a result, many Native American students learn best in collaborative learning environments (Cramblit, 2014). The symbol of the circle in the Equity Project is designed to represent the collaboration among the Native American tribal communities, educational agencies, and the participating San Diego County school districts. Since San Diego County has many small and geographically isolated school districts with Native American populations, the countywide Equity Symposiums, as well as the local cohort circles, encourages collaboration among schools and tribes facing similar challenges. The key role of the SDCOE as the main facilitator of the project is to unite different tribes and districts around a common overarching goal: to improve the educational opportunities and achievement of Native American youth in San Diego County.

The San Diego County Office of Education has decades of experience in implementing national grant projects. The role of the Principal Advisor, a respected tribal leader, Board of Education member, and PTA leader is pivotal to the collaboration of the numerous tribes with the school districts and the county. The Principal Advisor's role includes encouragement of consistent representation of each tribe in the Equity Project. Additionally guidance and support from the California Indian Cultural and Sovereignty Center and the Kumeyaay Community College will help the Equity Project implement best practices for working with Native American communities. The Equity Project will provide the two main stakeholders – Native American

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tribes and the public school system – a meaningful context to work together to create an effective, holistic, and responsive learning environment for the improvement of the educational and social emotional needs for Native American youth.

C. Quality of the Project Personnel

Key Personnel. The Circles of Equity for Native American Youth Community Project will be carried out by an influential, local, collaborative team of Native American educational leaders, school district leaders, SDCOE project leaders and the evaluation team from SDCOE. According to longstanding policies of both SDCOE, as well as local school districts, all project personnel are selected without regard to race, color, national origin, gender, and age or handicapping condition. SDCOE, and the local San Diego school districts have policies and a consistent reputation for maintaining equal opportunity to participate in this project, which encourages bilingualism, diversity, and multiculturalism. The key personnel were selected based on their expertise in research and work with equity and cultural responsiveness, especially in regard to Native American communities. All have backgrounds as K-12 educators working in diverse public schools. More importantly, these experts work directly with teachers at school sites, as well as local university programs, to improve teacher practice for underserved student populations.

For the educational leaders from the Native American community, representatives, who are already a part of the local Native American communities, have been recruited. These leaders already have a reputation and expertise in working with one or more of the four indigenous tribes of San Diego County (Cahuilla, Cupeno, Luiseño, and Kumeyaay.) This grant recognizes and affirms the critical native leadership role needed to effectively administer and accomplish the goals of this project in the sovereign indigenous communities of San Diego County. The

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approach for equity, embedded within hiring and the delivery of services, prioritizes native voices in shaping services that best support their local peoples.

SDCOE Project Director (b)(5) **In-kind), Dr. Olympia Kyriakidis**, Leader of the Achievement Gap Task Force and Language Learner Department for the San Diego County Office of Education. Prior to moving to SDCOE, Dr. Kyriakidis served eight years as principal for a public, trilingual school in Lakeside, CA, which had a significantly large population of Native American learners in attendance. In her current role, she coordinates efforts in eliminating the achievement gap for underserved populations for all of San Diego County. Dr. Kyriakidis possesses expertise in the area of human-centered system and program design for English Learner/Dual Language programs. As evidence of how her leadership's positive impact on the educational community in San Diego county, in 2014 she was named the Association of California School Administrator's Elementary Principal of the Year. In addition, she was presented the San Diego County Biliteracy Leadership Award. The **Project Director** will (1) lead the dissemination of activities for the project (data collection and documentation); (2) serve as technical advisor/lead fiscal agent for project development and implementation activities; (3) direct field practice and district partner collaboration; and (4) coordinate all project activities with Project Facilitator and Project Evaluators as determined by timelines.

Barona Band of Mission Indians Project Advisor (b)(5) **In-kind), Bonnie La Chappa**, Tribal Educational Leader and Lakeside Union School District Governing Board Member. As a tribal leader of the Barona Band of Mission Indians, a lifelong Lakeside resident and a mother of three children, Bonnie LaChappa is an active member of the San Diego County community. As a current Barona Tribal Council Leader and a dedicated Board of Trustees member of the Lakeside Union School District, Mrs. LaChappa is a passionate advocate for education and has been

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actively involved in local public schools for the past two decades. As a respective leader for the Barona Tribal Council, Mrs. LaChappa is actively involved in the Tribe's community relations program and helps direct major charitable contributions of financial support and services to dozens of local causes benefiting all San Diegans. Among these efforts, she played an active part in the development and execution of the Barona Band of Mission Indians' Education Grant Program, which awarded a total of \$90,000 in grant money to 18 schools across the state to promote academic improvement in its first year. In 2013, the Lakeside Chamber of Commerce recognized Bonnie LaChappa as the 2013 Lakeside Citizen of the Year with their Harry J. Spence Award. Additionally, she is the committee co-chair of the Barona Cultural Center & Museum and an advisory committee member for the Mothers Against Drunk Driving (MADD) Underage Drinking Program.

The ***Project Advisor*** will (1) guide and assist the Project Director, Project Facilitator, and Project Evaluator with evaluation and dissemination of project activities; (2) meet monthly, or as needed, with Project Director to monitor all project activities; (3) meet quarterly with the Project Facilitator and related Advisory Groups as needed.

SDCOE Project Facilitator (b)
(5), ***In-kind***, ***Dr. Julie Goldman***, SDCOE Literacy Coordinator, directs and implements state and federal grants, leads 100+ literacy coaches statewide, designs and facilitates research-based professional learning around academic literacy, and creates and manages SDCOE's WRITE Institute innovative, digital literacy curricula. The ***Project Facilitator*** will (1) oversee the implementation of the PD components into the literacy/cultural project; (2) plan with the Strategic Team to develop PD resources based on local Cohort Circle recommendations; (3) manage the establishment and development of the Online Professional Community; (4) assist the with data-collection and dissemination of project activities.

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SDCOE Project Evaluator, Shannon Coulter (b)(5) **In-kind**), shapes the Healthy Kids Survey, analyzes the results, designs project participants pre/post surveys, long-term data analysis (CAASPP), and participates in writing data analysis. The **Project Evaluator** will (1) oversee the program evaluation components; and (2) work with *Principal Investigator/Project Director* and the *Project Facilitator* to monitor project activities and evaluate program effectiveness.

In-kind SDCOE Equity and Access leaders, experts in the area of equity and access, these county leaders will support the project efforts.

In-kind district leaders serving Native American youth, educational leaders in the county in the education of Native American youth, will support the project efforts.

The **Equity Project** will provide feedback and insights as follows: (1) collaborate to provide input towards the action plan for developing human-centered systems improvement for improving educational outcomes for native American youth; (2) contribute to the development of an online professional learning community; and (3) educate local community members and help bridge efforts between the schools and the Native American communities.

D. Adequacy of Resources

Budget Overview. The Equity Project is especially focused on providing professional development and time for schools/districts to transform their educational practices to better serve Native American (NA) students. Accordingly, a large fraction (about two-thirds) of the yearly budget is found in the ‘Other’ section, representing a substantial investment to ensure a significant and pivotal number of teachers in the region become Equity Leaders, who in turn, train a large critical mass of teachers local schools/districts who serve NA students in the county. Accordingly, much of the budget is dedicated to provide substitute teachers and/or stipends for school site personnel’s additional work hours to engage in the four professional development

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initiatives: (1) Community Circle meeting at the Equity Symposiums to empower Equity Leaders to guide changes in their communities; (2) local Cohort Circles coaching training to design and implement local changes with master scheduling/student placement, data collection/analysis, course design, extracurricular opportunities, etc.; (3) Literacy Academies to revamp languages arts and history/social studies instruction via research-validated instruction, Common Core standards and other critical state pedagogy reforms per the state curricular frameworks; (4) Trauma-informed Practices for Schools, which empowers school site faculty, staff and administrators to support and heal students who are under extreme duress in their homes and communities

As essential partners to schools, SDCOE will lead the Literacy Academy and Trauma-informed Practices professional development work largely through in-kind services of curricular experts at SDCOE. Through contracts with renown and effective change agents, such as Dr. Pedro Noguera and Dr. Jeff Duncan-Andrade, and equity reformation coaches, such as CommunityResponsive.org, each of the 10 participating district teams of Equity Leaders will be provided with knowledge and capacity to implement improvements for NA students in their local communities.

Strong Commitment. The official partners, **San Diego County Office of Education (SDCOE)**, and the **Viejas Tribal Educational Agency** have a strong commitment to the Equity Project's goals and objectives. Other partners include local San Diego county school districts and tribes, such as Campo Band of Kumeyaay Indians. Additionally, experts from California State San Marcos' California Indian Culture and Sovereignty Center and the Kumeyaay Community College will advise the project. The Project Advisor, a respected San Diego county tribal and educational leader, as well as participating Indian educational agency leaders, and representative tribal leaders

Educational Circles of Equity for Native American Youth Community Project

will assist the Strategic Team in securing representation and participation from each tribe served by the participating school districts in the Equity Project. For descriptions of the personnel expertise, *See section C Quality of Personnel*. SDCOE has been a respected and trusted educational partner in San Diego County for decades. The following school districts are trusted partners in the grant: Lakeside, Alpine, Mountain Empire, Dehesa, Bonsall, Warner, Valley Center/Pauma, Grossmont, Borrego Springs, Julian High, and Julian Elementary. The Barona Band of Mission of Mission Indians has been a respected leader in providing educational grants and opportunities through out San Diego County. The Viejas and Campo educational agencies have not only supported their tribal youth, but have also served as respected members of the educational community through out San Diego County. The Kumeyaay Community College (KCC) was established by the Sycuan Band to support Kumeyaay cultural identity, sovereignty and self-determination, while meeting the educational needs of Native and non-Native students, KCC places a special focus on the Kumeyaay Language, Kumeyaay History, Kumeyaay Ethnobotany and traditional Indigenous arts such as Kumeyaay Basketry and Pottery. The Kumeyaay Community College will serve in an advisory role. The California Indian Cultural and Sovereignty Center is part of the California State University (CSU) San Marcos, and is a trusted partner in the state of California. The Center fosters collaborative research and community service relationships between the faculty, staff, and students of CSU San Marcos and members of local Tribal communities, for the purpose of developing and conducting research projects that support the maintenance of sovereignty and culture within those communities. The Equity Project Strategic Team will use resources and research developed by this trusted organization to guide the work of the project.

Educational Circles of Equity for Native American Youth Community Project

Reasonable Costs, Strong Results and Benefits. The Equity project will serve approximately 1,200 Native American students by systemically developing capacity among San Diego County district teachers and leaders, tribal educational agencies, tribal leaders, and Native American parent liaisons. The project resources are sufficient to implement the grant and utilized in a way that will develop the capacity of the districts and the tribes to continue the work beyond the life of the grant. In addition to the resources provided by the grant, the work of the Project Director and the Project Advisor will be IN-KIND contributions to the project. *See part 5 Budget*

Narrative Form.

This project will develop the capacity of 11 districts in creating community responsive educational systems and use a trainer of trainer models to assist teachers to utilize best practices and culturally responsive units in educating in Native American youth. The districts will positively impact almost 1,200 Native American students annually, including academic achievement on state assessments, increased graduation rates, and increased University of California (UC) and CSU state graduation eligibility rates for Native American students. Furthermore the outcomes will improve the social emotional health of Native American students, including a positive cultural identity and self-image, as measured by the California Healthy Kids Survey. Additionally, the project will develop the capacity of the district leadership and educators in the integration of community responsive practices, best instructional practices, and assessment for educating Native American youth. Finally, the project will produce a Framework, *Circles of Equity, a Blueprint for Creating Community Responsive Environments for the Achievement of Native American Youth*, which documents the scope of the work for replication and sustainability to transform educational systems through human-centered design to improve educational outcomes and college and career opportunities for Native American youth.

Educational Circles of Equity for Native American Youth Community Project

Project Resources. As a contribution aligned to the tenets and the objectives of the grant, SDCOE commits to offering (b)(5) in matching in-kind support from staff. In fact, only a few days of only two staff will be funded to contribute to the professional development, and strictly for the Literacy Academies, which will serve hundreds of teachers in the communities where San Diego County's Native American students are located, primarily in rural communities. Dr. Olympia Kyriakidis, SDCOE leader of the Achievement Gap Task Force and the Dual Language Network, will dedicate (b)(5) work days a year, IN-KIND, to serve as the Project Director of the grant, main project facilitator between community and school district agencies, and overseer of the budget. Dr. Julie Goldman, SDCOE Coordinator of the WRITE Institute, will serve as Project Facilitator, offering (b)(5) days of service IN-KIND, as training-of-trainers. Likewise, Barona Tribal Council leader, Mrs. LaChappa, will dedicate (b)(5) a year IN-KIND to serve as the Project Advisor. Additionally, additional personnel including SDCOE staff, clerical, and evaluation team will support this project with IN-KIND support with (b)(5) respectively.

E. Quality of Management Plan

Responsibilities and Commitment. The Circles of Equity for Native American Youth Community Project plan is designed to achieve the objectives of the project on time and within budget, including clearly defined responsibilities, timelines, and milestones. The management plan addresses (1) the partners' responsibilities and expertise; (2) involvement of Native American parents and students in developing, implementing and refining the project activities; (3) the project's resources; (4) the scope of work designed to achieve the desired outcomes and outputs; (5) desired outcomes; (6) timeline, quality design, and review cycle; (7) the project's ability to create systemic capacity in the districts and tribes beyond the life of the grant, as well

Educational Circles of Equity for Native American Youth Community Project

as the replicability of the project beyond the scope of the grant. All project objectives will be achieved in alignment with recommendations from the California Indian Culture and Sovereignty Center at CSU San Marcos, the Kumeyaay Community College, and the National Center for Youth Law.

Partner's Responsibilities and Expertise. The official partners, **San Diego County Office of Education (SDCOE)**, and **Viejas Tribal Educational Agency** will play the key roles in the facilitation and implementation of the Equity Project's goals and objectives. The Project Advisor, will assist the Strategic Team in securing representation and participation from each tribe served by the participating school districts in the project. For descriptions of the personnel expertise, *see section C Quality of Personnel*. Other partners, including local San Diego county school districts and tribes, such as Campo Band of Kumeyaay Indians, experts from and the Kumeyaay Community College. will advise the project throughout the four years. Specifically, the CSU San Marcos' California Indian Culture and Sovereignty Center will support the project through collaborative research and community-service relationships. Together, faculty, staff, and students of CSU San Marcos and members of local Tribal communities will develop and conduct research projects that support the maintenance of sovereignty and culture within those communities. The Equity Project Strategic Team will use resources and research developed by this trusted organization to guide the work of the project.

Involvement of Native American Parents and Students. The Equity Project is organized using the Design Thinking process from the *dschool* at Stanford University. The Design thinking structure includes the voice of all stakeholders involved in a project and takes a human centered design approach. The process guides the Strategic Team to build empathy for users in the project (Native American students and their families). The Community Circles and the local

Educational Circles of Equity for Native American Youth Community Project

Cohort Circles will utilize Design Thinking and include the participation of Native American parents and students in providing empathy and feedback at all stages of the project.

Project Resources. The project resources are sufficient to implement the grant and are utilized in a way that will develop the capacity of the districts and the tribes to continue the work beyond the life of the grant. In addition to the resources provided by the grant, the work of the Project Director and the Project Advisor will be to establish In-Kind contributions for the project. ***See section D Adequacy of Resources.***

Scope of Work. The scope of the work of the project is designed to address the identified needs in the community, based on the information gathered by the Needs Assessment. The scope of the work is defined by goals, objectives, and outcomes. Key activities were designed to align to the goals, objectives, and outcomes and to meet the needs of the community in preparing Native American youth for college, career, and life. ***See section B Quality of the Project Design for the Scope of the work.***

Desired Outcomes. This project will develop the capacity of 11 districts in creating community responsive educational systems and use a trainer of trainer models to assist teachers to utilize best practices and culturally responsive units in educating Native American youth. The districts will positively impact almost 1,200 Native American students annually, including their academic achievement on state assessments, increased graduation rates, and increased UC/CSU graduation eligibility rates. Furthermore, the outcomes will improve the social-emotional health of Native American students, including a positive cultural identity and self-image, as measured by the California Healthy Kids Survey. Additionally, the project will develop the capacity of the district leadership and educators in the integration of community responsive practices, best instructional practices, and assessment for educating Native American youth. Finally, the project

Educational Circles of Equity for Native American Youth Community Project

will produce a Framework, *Circles of Equity, a Blueprint for Creating Community Responsive Environments for the Achievement of Native American Youth*, which documents the scope of the work for replication and sustainability to transform educational systems through human-centered to improve educational outcomes and college and career opportunities for Native American youth.

Timeline, Quality Design, and Review Cycle.

Year 1. The Community Circle will assemble three times a year for professional development, to provide data, input, and feedback to guide the Strategic Team (collaborative, key personnel) as they design the scope of work (based on best practices from the California Framework, the California Indian Culture and Sovereignty Center, the Kumeyaay Community College, and the National Center for Youth Law). The Strategic Team will hold a planning session to: (1) synthesize research-based best practices in instruction and assessment for Native American youth; and (2) gather and analyze data gathered through Design Thinking from the Native American communities and interviews from district personnel. After the grant is secured, the Strategic Team will meet three times a year to (1) design the scope of work for the year and align the programmatic items (budget, requirements, and timeline); (2) develop PD sequence, curriculum, activities, and assessments; and (3) gather data and input from countywide and local meetings. The Strategic Team will hold mid-year and end-of-year quality design/review sessions to review and refine the scope of work by examining data from participants, evaluator, and collaborator reflections.

Years 2-3. Annually, in the summer of years 2-4, the Strategic Team will present their outcomes and deliverables to the Community Team and receive feedback and guidance on the project's scope of work.

Educational Circles of Equity for Native American Youth Community Project

Year 4. The Strategic Team will present their outcomes and deliverables to the Community Circle and receive guidance for the final year of the project, including sustainability and replication of the scope of work. The Strategic Team will meet to plan the final year of the project and plan and design the scope of work for replication. The Strategic Team will then hold mid- and end-of-year review sessions focused on refining the scope of work and the framework, *Circles of Equity, a Blueprint for Creating Community Responsive Environments for the Achievement of Native American Youth*, which documents the scope of the work for replication and sustainability in creating equity and access to rigorous coursework for Native American youth.

F. Quality of the Project Evaluation

The evaluation of Equity Project will be guided by five research questions:

Question 1. Did the Equity Project increase the ability of participating educators to effectively create and implement community responsive educational systems to produce improved educational outcomes for Native American youth? Specifically, did the Equity Project increase the participant educators and the participant community members (a) knowledge; (b) self-efficacy; (c) motivation; (d) ability to implement research-based, community responsive, best practices for effectively teaching Native American youth? (Goals 1, 2)

Question 2. Did the Equity Project enable participating districts to improve the academic opportunities and outcomes of their Native American youth? Specifically, did participating schools improve the graduation rates and “a-g” course completion of Native American students? Also, did Native American students in participating districts score higher than the state average for comparable students in English language proficiency and writing? (Goals 1, 2).

Question 3. Was the Equity Project effective in improving Native American students self-image, cultural identity, engagement, and student resiliency outcomes? (Goal 3).

Question 4. Did the Equity Project increase the ability of participating districts to prepare educators for rigorous, effective, culturally responsive, literacy instruction? (Goal 1). **To answer these questions,** the evaluation will use a mixture of quantitative and qualitative data and corresponding analytic methods. The evaluation will include both a formative and summative component. Unless otherwise noted, participant identities of all participants and their corresponding data will be kept by each district and report only overall data for their Native American student populations, ensuring student privacy remains in the hands of each

Educational Circles of Equity for Native American Youth Community Project

participating district. Research questions 1 - 4 will be answered using a mixed methods design methodology for the purpose of evaluation.

Mixed Methods Approach for Evaluation. When evaluating a complex educational project such as the Equity Project, a thorough evaluative approach should be administered. A mixed methods methodology applies both qualitative and quantitative data for evaluating the effectiveness of project outcomes. Using quantitative and qualitative methods are not incommensurable, and many researchers support mixing quantitative and qualitative data to answer any set of research questions relevant for today's society (Klette, 2012). In this evaluation, the primary unit of analysis is the cohort of participating educators, tribal leaders, and parent liaisons being trained in the Equity project. The secondary unit of analysis explores the academic and social emotional outcomes Native American youth.

Research Question 1. (Goals 1, 2) The evaluators will use pre and post surveys developed by the strategic team to measure the perceptions of all project stakeholders annually. ***Participant Community Responsiveness Survey:*** Each educator and Native American community participant will participate in a pre and post survey measuring their efficacy around community responsive practices.

Research Question 2 Data. (Goals 1, 2) The project evaluators will compare the following annual data, provided by each participating district: (a) high school graduation rates; (b) high school drop out rates; (c) "a-g" completion rates; (d) California Healthy Kids Survey data for grades 7, 9, and 11; (e) CAASPP data in English language arts; (f) WRITE, Writing assessment data. ***Native American Student Test Scores:*** Evaluation staff will gather California state scores for English language arts (CAASPP) for Native American students in the participating districts.

Educational Circles of Equity for Native American Youth Community Project

Additionally, participating teachers will share overall writing rubric results for their native American students.

Research Question 3 Data. (Goal 3) The project evaluators will use a combination of annual California Healthy Kids Survey data as well as annual, pre and post survey developed by the Strategic Team.

Research Question 4 Data. (Goal 1) The evaluators will use pre and post surveys developed by the strategic team to measure the perceptions of all project stakeholders annually.

Findings for Research Questions 1 – 4. Analysis: In Year 4, following the analysis of the educator survey data, student outcome data, and community participant data related to research questions 1 – 4; the evaluation staff will conduct an analysis through a series of 4 focus group surveys with participating teachers and faculty. In addition to the required summative evaluation reports, the data findings will also be used for formative program improvement. Evaluation staff will facilitate annual formative data summits during the early summer following the completion of each year's intervention. Evaluation staff will document program changes as part of the historical record of the program implementation (Kratchwill et al., 2010).

Other Attachment File(s)

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Geographic Area to be Served

Geographic Location:

San Diego County has more Indian reservations than any other county in the United States. However, the reservations are very small, with total land holdings of just over 124,000 acres, or about 193 square miles of the 4,205 square miles in San Diego County (reservation acreage source from the San Diego County Tax Assessor). Of the 20,000 Native Americans who make up the 4 tribal groups that live in San Diego County, only a small percentage live on reservation land

School District: Lakeside Union School District

1) Barona Band of Mission Indians

- Location: Approximately 30 miles northeast of San Diego in the mountain foothills.

School District: Mountain Empire Unified School district

1) Campo Band of Kumeyaay Indians

- Location: Southeastern San Diego County atop the Laguna Mountains

2) Manzanita Band of the Kumeyaay Nation

- Location: In southwestern San Diego County

3) La Posta Band of Mission Indians

- Location: 56 miles east of San Diego and 46 miles – west of El Centro in the Laguna Mountains

School District: Dehesa School District

1) Sycuan band of the Kumeyaay Nation

- Location: About 20 miles from San Diego and 6 miles from El Cajon between Interstate 8 and State Highway 94

School District: Borrego Springs

85 miles Northeast from downtown San Diego, border

- Borders Cuyapaipe Band of Mission Indians

School District: Alpine Union School District

1) Capitan Grande Band of Mission Indians

- Location: In the northwest quadrant of Cleveland National Forest

2) Cuyapaipe Band of Mission Indians

- Location: Immediately east of the Cleveland National Forest and west of Anza Borrego Desert

3) Viejas Band of Kumeyaay Indians

- Location: 35 miles east of San Diego, north of Interstate 8 and the city of Alpine, 30 miles north of the Mexican border

School District: Valley Center/Pauma

1) La Jolla Band of Indians

- Location: in the northeastern corner of San Diego County, in the foothills of mount Palomar about 65 miles from San Diego County

2) Pauma Band of Mission Indians

- Location: About 40 miles north of San Diego and 12 miles from Escondido, adjoining the community of Valley Center and on Highway S-6

3) San Pasqual Band of Indians

- Location: In the northeastern corner of San Diego Count, along the San Luis Rey River

4) Rincon nation of Luiseno Indians

- Location: On the southern slopes of Mount Palomar

School Districts: Julian High School and Julian Elementary

1) Mesa Grande Band of Mission Indians

- Locations: Off State Highway 76, 25 miles east of Escondido

School District: Warner Unified

1) Los Coyotes band of Mission Indians

- Location: 50 miles from San Diego between the Cleveland national Forest and the Anza- Borrego Desert State park, east of Mount Palomar

2) Santa Ysabel Band of Diegueño Indians

- Location: Santa Ysabel

Needs Assessment/Data Analysis

During research for the Achievement Gap Task Force and as a needs assessment for this grant, the SDCOE Leader of the Achievement Gap Task Force (and the Project Director for this grant) conducted extensive interviews to determine barriers to student achievement and positive youth development. During this process, tribal educational leaders, local Indian Educational Center leaders, and local school districts leaders who work directly with Native American youth provided perspectives and data around in- and out-of-school barriers to the readiness of local Native American students for college and careers. Through an analysis of the interviews, the following themes emerged as the greatest barriers for to achievement: (1) mindset of educators working with Native American students, including implicit bias and low expectations; (2) school cultures that may not be culturally responsive and may foster low expectations (3) social and emotional needs of students including substance abuse, student self image, and cultural identity; (4) student perception of the relevance of school in their lives; (4) geographic isolation; (5) family engagement and connection to schools; (6) A lack of Native American role models in a variety of careers and fields.

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 24 day of May, 2016 by and between the San Diego County Superintendent of Schools, herein called the "County" and Alpine Union School District herein called the "Participating District," who agrees to meet the following responsibilities and expectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating District's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

(b)(6)
By (Authorized Signature)

LORA L. DUZYK

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Title

5-27-16

Date

PARTICIPATING DISTRICT (replace)

(b)(6)

Edward Velasquez

Name (Type or Print)

Interim Superintendent

Title

May 24, 2016

Date

956000040

Federal I.D. #/Social Security #

Alpine Union School District
Firm Name (Type or Print)

1323 Administration Way
Street Address

Alpine, CA 91901
City/State/Zip

evelasques@alpineschools.net
Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 24th day of May, 2016,
_____ by and between the **San Diego County Superintendent of Schools**, herein called
the "County" and **Bonsall Unified School District**
herein called the "Participating District," who agrees to meet the following responsibilities and ex-
pectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the
goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the edu-
cational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems
around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers,
agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens
arising from, or alleged to have arisen from, the Participating District's performance or lack thereof
under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise
any or all of their rights, burdens, duties, or obligations without the prior written consent of the
County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of
the Agreement with the County and to permit the State of California or any of its duly authorized
representatives, to have access to and to examine and audit any pertinent books, documents, pa-
pers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in
accordance with the laws of the State of California. Venue shall be with the appropriate State or
Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT

OF (b)(6)
By (Authorized Signature)

LORA L. DUZYK
Name (Type or Print)

ASSISTANT SUPERINTENDENT
Title

5-27-16
Date

PARTICIPATING DISTRICT (replace)

Justin Cunningham
By (Authorized Signature)

Justin Cunningham
Name (Type or Print)

Superintendent
Title

May 24, 2016
Date

Federal I.D. #/Social Security #

Bonsall Unified School District
Firm Name (Type or Print)

31505 Old River Rd
Street Address

Bonsall CA 92003
City/State/Zip

bsdsup@gmail.com
Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 25th day of May,
2016 by and between the **San Diego County Superintendent of Schools**, herein called
the "County" and **Dehesa School District**

herein called the "Participating District," who agrees to meet the following responsibilities and ex-
pectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the
goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the edu-
cational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems
around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers,
agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens
arising from, or alleged to have arisen from, the Participating District's performance or lack thereof
under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise
any or all of their rights, burdens, duties, or obligations without the prior written consent of the
County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of
the Agreement with the County and to permit the State of California or any of its duly authorized
representatives, to have access to and to examine and audit any pertinent books, documents, pa-
pers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in
accordance with the laws of the State of California. Venue shall be with the appropriate State or
Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

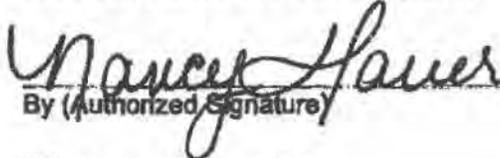
This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

PARTICIPATING DISTRICT (replace)

(b)(6)



By (Authorized Signature)

By (Authorized Signature)

LQRA L. DUZYK

Nancy Hauer

Name (Type or Print)

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Superintendent

Title

Title

5-27-16

5/25/16

Date

Date

946000988

Federal I.D. #/Social Security #

Dehesa School District

Firm Name (Type or Print)

4612 Dehesa Rd.

Street Address

El Cajon, CA 92019

City/State/Zip

nancy.hauer@dehesasd.net

Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 25th day of May, 2016 by and between the **San Diego County Superintendent of Schools**, herein called the "County" and Grossmont Union High School District herein called the "Participating District," who agrees to meet the following responsibilities and expectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating District's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

**SAN DIEGO COUNTY SUPERINTENDENT
OF SCHOOLS**

(b)(6)

By (Authorized Signature)

LORA L. DUZYK

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Title

5-27-16

Date

PARTICIPATING DISTRICT (replace)

(b)(6)

By (Authorized Signature)

Theresa Kemper

Name (Type or Print)

Asst. Superintendent, Educational Services

Title

May 25, 2016

Date

95-6001517

Federal I.D. #/Social Security #

Grossmont Union High School District
Firm Name (Type or Print)

1100 Murray Dr. El Cajon, CA 92020
Street Address

City/State/Zip

tkemper@guhsd.net

Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this May 25 day of 2016,
_____ by and between the **San Diego County Superintendent of Schools**, herein called
the "County" and Julian Union Elementary School District
herein called the "Participating District," who agrees to meet the following responsibilities and ex-
pectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating District's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

(b)(6)
By (Authorized Signature)

LORA L. DUZYK

Name (Type or Print)

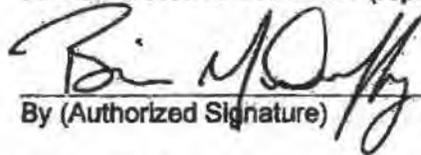
ASSISTANT SUPERINTENDENT

Title

5-27-16

Date

PARTICIPATING DISTRICT (replace)


By (Authorized Signature)

Brian Duffy

Name (Type or Print)

District Superintendent

Title

5/25/16

Date

95-6001739

Federal I.D. #/Social Security #

Julian Union Elementary School I

Firm Name (Type or Print)

1704 Cape Horn Dr.

Street Address

Julian CA 92036

City/State/Zip

brian.duffy@juesd.net

Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 23rd day of May, 2016 by and between the **San Diego County Superintendent of Schools**, herein called the "County" and Julian Union High School District herein called the "Participating District," who agrees to meet the following responsibilities and expectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating District's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

(b)(6)
[Redacted Signature]

By (Authorized Signature)

LORA L. DUZYK

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Title

5-27-16

Date

PARTICIPATING DISTRICT (replace)

David Schlottman

By (Authorized Signature)

David Schlottman

Name (Type or Print)

Supt / Principal

Title

5/23/16

Date

95-6001738

Federal I.D. #/Social Security #

Julian Union High

Firm Name (Type or Print)

School District

1656 Highway 78

Street Address

Julian, CA 92036

City/State/Zip

yfleeta@juhsd.org

Email

dschlottman@juhsd.org

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 26 day of May, 2016 by and between the **San Diego County Superintendent of Schools**, herein called the "County" and **Lakeside Union School District** herein called the "Participating District," who agrees to meet the following responsibilities and expectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating District's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

**SAN DIEGO COUNTY SUPERINTENDENT
OF SCHOOLS**

(b)(6)
By _____

LORA L. DUZYK
Name (Type or Print)

ASSISTANT SUPERINTENDENT
Title

5.27.16
Date

PARTICIPATING DISTRICT (replace)

(b)(6)
By (Authorized Signature) _____

Andy Johnsen, Ed.D.
Name (Type or Print)

Assistant Superintendent
Title

May 26, 2016
Date

95-6001809

Federal I.D. #/Social Security #

Lakeside Union School District
Firm Name (Type or Print)

12335 Woodside Ave.
Street Address

Lakeside, CA. 92040
City/State/Zip

ajohnsen@lsusd.net
Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 16th day of May, 2016 by and between the **San Diego County Superintendent of Schools**, herein called the "County" and **Mountain Empire Unified School District**

herein called the "Participating District," who agrees to meet the following responsibilities and expectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating District's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

(b)(6)

By (Authorized Signature)

LORA L. DUZYK

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Title

5-27-16

Date

PARTICIPATING DISTRICT (replace)

Kathy Granger

By (Authorized Signature)

Kathy Granger

Name (Type or Print)

Superintendent

Title

May 25, 2016

Date

95600501

Federal I.D. #/Social Security #

Mountain Empire Unified School District

Firm Name (Type or Print)

3305 Buckman Springs Road

Street Address

Pine Valley, CA 91962

City/State/Zip

kathy.granger@meusd.k12.ca.us

Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 26 day of May 2016,
_____ by and between the **San Diego County Superintendent of Schools**, herein called
the "County" and Valley Center-Pauma Unified
herein called the "Participating District," who agrees to meet the following responsibilities and ex-
pectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the
goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the edu-
cational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems
around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

Each party shall defend, indemnify and hold the other party, its officers, employees, and agents
harmless from and against any and all liability, loss, expense (including reasonable attorneys'
fees), or claims for injury or damages arising out of the performance of this Agreement but only in
proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or
damages are caused by or result from the negligent or intentional acts or omissions of the indemni-
fying party, its officers, employees, or agents.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise
any or all of their rights, burdens, duties, or obligations without the prior written consent of the
County.

AUDIT

Each party agrees to maintain and preserve, until three (3) years after termination of the Agree-
ment and to permit the State of California or any of its duly authorized representatives, to have ac-
cess to and to examine and audit any pertinent books, documents, papers, and records related to
this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in
accordance with the laws of the State of California. Venue shall be with the appropriate State or
Federal court located in San Diego County.

COMPLIANCE WITH LAW

Each party shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

(b)(6)
[Redacted Signature]

By (Authorized Signature)

LORA L. DUZYK

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Title

5-27-16

Date

PARTICIPATING DISTRICT

Valley Center-Pauma Unified

Mary Gorsuch

By (Authorized Signature)

Mary Gorsuch

Name (Type or Print)

Superintendent

Title

May 26, 2016

Date

33-088-445

Federal I.D. #/Social Security #

Valley Center-Pauma Unified
Firm Name (Type or Print)

28751 Cole Grade Rd.

Street Address

Valley Center, CA 92082

City/State/Zip

gorsuch.ma@vcpusd.org

Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 24th day of May 2016 by and between the **San Diego County Superintendent of Schools**, herein called the "County" and **the Viejas Band of Kumeyaay Indians** herein called the "Participating Tribal Office," who agrees to meet the following responsibilities and expectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating Tribal Office agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating Tribal Office's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating Tribal Office shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating Tribal Office agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating Tribal Office shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

(b)(6)

By (Authorized Signature)

LORA L. DUZYK

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Title

5-27-16

Date

PARTICIPATING TRIBAL OFFICE (replace)

(b)(6)

ROBERT J. WELCH JR

Name (Type or Print)

Tribal Chairman

Title

5/26/16

Date

33-0409825

Federal I.D. #/Social Security #

Viejas Band of Kumeyaay Indians

Firm Name (Type or Print)

1 Viejas Grade Rd

Street Address

Alpine, CA 91901

City/State/Zip

rwelch@viejas-nsn.gov

Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 24 day of May, 2016 by and between the **San Diego County Superintendent of Schools**, herein called the "County" and **Alpine Union School District** herein called the "Participating District," who agrees to meet the following responsibilities and expectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating District's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

(b)(6)
By _____
(Authorized Signature)

LORA L. DUZYK

Assistant Superintendent

Title

5-27-16
Date

PARTICIPATING DISTRICT (replace)

(b)(6)

Edward Velasquez

Name (Type or Print)

Interim Superintendent

Title

May 24, 2016

Date

956000040

Federal I.D. #/Social Security #

Alpine Union School District
Firm Name (Type or Print)

1323 Administration Way
Street Address

Alpine, CA 91901
City/State/Zip

evelasques@alpineschools.net
Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 24th day of May, 2016,
_____ by and between the **San Diego County Superintendent of Schools**, herein called
the "County" and **Bonsall Unified School District**
herein called the "Participating District," who agrees to meet the following responsibilities and ex-
pectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the
goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the edu-
cational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems
around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers,
agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens
arising from, or alleged to have arisen from, the Participating District's performance or lack thereof
under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise
any or all of their rights, burdens, duties, or obligations without the prior written consent of the
County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of
the Agreement with the County and to permit the State of California or any of its duly authorized
representatives, to have access to and to examine and audit any pertinent books, documents, pa-
pers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in
accordance with the laws of the State of California. Venue shall be with the appropriate State or
Federal court located in San Diego County.

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

**SAN DIEGO COUNTY SUPERINTENDENT
OF SCHOOLS**

(b)(6)

By (Authorized Signature)

LORA L DUZYK

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Title

5-27-16

Date

PARTICIPATING DISTRICT (replace)

Justin Cunningham

By (Authorized Signature)

Justin Cunningham

Name (Type or Print)

Superintendent

Title

May 24, 2016

Date

Federal ID. #/Social Security #

Bonsall Unified School District

Firm Name (Type or Print)

31505 Old River Rd

Street Address

Bonsall CA 92003

City/State/Zip

bsdsup@gmail.com

Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 25th day of May, 2016 by and between the San Diego County Superintendent of Schools, herein called the "County" and Dehesa School District herein called the "Participating District," who agrees to meet the following responsibilities and expectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating District's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

By (b)(6)

Lora Dozyk

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Title

5-27-16

Date

PARTICIPATING DISTRICT (replace)

Nancy Hauer
By (Authorized Signature)

Nancy Hauer

Name (Type or Print)

Superintendent

Title

5/25/16

Date

946000988

Federal I.D. #/Social Security #

Dehesa School District

Firm Name (Type or Print)

4612 Dehesa Rd.

Street Address

El Cajon, CA 92019

City/State/Zip

nancy.hauer@dehesasd.net

Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 25th day of May, 2016 by and between the **San Diego County Superintendent of Schools**, herein called the "County" and Grossmont Union High School District herein called the "Participating District," who agrees to meet the following responsibilities and expectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating District's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

(b)(6)

By (Authorized Signature)

LORA L. DU

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Title

5-27-16

Date

PARTICIPATING DISTRICT (replace)

(b)(6)

By (Authorized Signature)

Theresa Kemper

Name (Type or Print)

Asst. Superintendent, Educational Services
Title

May 25, 2016

Date

95-6001517

Federal I.D. #/Social Security #

Grossmont Union High School District
Firm Name (Type or Print)

1100 Murray Dr. El Cajon, CA 92020
Street Address

City/State/Zip

tkemper@guhsd.net
Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this May 25 day of 2016,
_____ by and between the **San Diego County Superintendent of Schools**, herein called
the "County" and Julian Union Elementary School District
herein called the "Participating District," who agrees to meet the following responsibilities and ex-
pectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating District's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

(b)(6)

By (Authorized Signature)

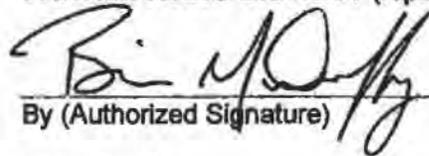
Name (Type or Print)

Title

Date

5-27-16

PARTICIPATING DISTRICT (replace)



By (Authorized Signature)

Brian Duffy

Name (Type or Print)

District Superintendent

Title

5/25/16

Date

95-6001739

Federal I.D. #/Social Security #

Julian Union Elementary School I

Firm Name (Type or Print)

1704 Cape Horn Dr.

Street Address

Julian CA 92036

City/State/Zip

brian.duffy@juesd.net

Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 23rd day of May, 2016 by and between the **San Diego County Superintendent of Schools**, herein called the "County" and Julian Union High School District herein called the "Participating District," who agrees to meet the following responsibilities and expectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating District's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

By (b)(6)
(Authorized Signature)

LORA L. DUZYK

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Title

5-27-16
Date

PARTICIPATING DISTRICT (replace)

David Schlottman
By (Authorized Signature)

David Schlottman

Name (Type or Print)

Supt / Principal
Title

5/23/16
Date

95-6001738
Federal I.D. #/Social Security #

Julian Union High School District
Firm Name (Type or Print)

1656 Highway 78
Street Address

Julian, CA 92036
City/State/Zip

yfleet@juhsd.org
dschlottman@juhsd.org
Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 26 day of May, 2016 by and between the **San Diego County Superintendent of Schools**, herein called the "County" and Lakeside Union School District herein called the "Participating District," who agrees to meet the following responsibilities and expectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating District's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

(b)(6)
By _____
(Authorized Signature)

LORA L. DUZYK

Name (Type or Print)
ASSISTANT SUPERINTENDENT

Title

5-27-16
Date

PARTICIPATING DISTRICT (replace)

(b)(6)
By _____
(Authorized Signature)

Andy Johnsen, Ed.D.

Name (Type or Print)

Assistant Superintendent

Title

May 26, 2016

Date

95-6001809

Federal I.D. #/Social Security #

Lakeside Union School District

Firm Name (Type or Print)

12335 Woodside Ave.

Street Address

Lakeside, CA. 92040

City/State/Zip

ajohnsen@lsusd.net

Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 16th day of May, 2016 by and between the **San Diego County Superintendent of Schools**, herein called the "County" and **Mountain Empire Unified School District** herein called the "Participating District," who agrees to meet the following responsibilities and expectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating District agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating District's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating District agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating District shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT

By (b)(6)

LORA L. DUZYK

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Title

5-27-16

Date

PARTICIPATING DISTRICT (replace)

Kathy Granger
By (Authorized Signature)

Kathy Granger
Name (Type or Print)

Superintendent

Title

May 25, 2016

Date

95600501

Federal I.D. #/Social Security #

Mountain Empire Unified School District

Firm Name (Type or Print)

3305 Buckman Springs Road

Street Address

Pine Valley, CA 91962

City/State/Zip

kathy.granger@meusd.k12.ca.us

Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 26 day of May 2016,
 _____ by and between the **San Diego County Superintendent of Schools**, herein called
 the "County" and Valley Center-Pauma Unified
 herein called the "Participating District," who agrees to meet the following responsibilities and ex-
 pectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the edu-
 cational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems
 around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

Each party shall defend, indemnify and hold the other party, its officers, employees, and agents
 harmless from and against any and all liability, loss, expense (including reasonable attorneys'
 fees), or claims for injury or damages arising out of the performance of this Agreement but only in
 proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or
 damages are caused by or result from the negligent or intentional acts or omissions of the indemni-
 fying party, its officers, employees, or agents.

ASSIGNMENT/SUBCONTRACTING

The Participating District shall not assign, transfer, or subcontract by operation of law or otherwise
 any or all of their rights, burdens, duties, or obligations without the prior written consent of the
 County.

AUDIT

Each party agrees to maintain and preserve, until three (3) years after termination of the Agree-
 ment and to permit the State of California or any of its duly authorized representatives, to have ac-
 cess to and to examine and audit any pertinent books, documents, papers, and records related to
 this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in
 accordance with the laws of the State of California. Venue shall be with the appropriate State or
 Federal court located in San Diego County.

COMPLIANCE WITH LAW

Each party shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

(b)(6)

By (Authorized Signature)

LORA L DUZYK

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Title

5-27-16

Date

PARTICIPATING DISTRICT

Valley Center-Pauma Unified

By (Authorized Signature)

Mary Gorsuch

Name (Type or Print)

Superintendent

Title

May 26, 2016

Date

33-088-445

Federal I.D. #/Social Security #

Valley Center-Pauma Unified
Firm Name (Type or Print)

28751 Cole Grade Rd.

Street Address

Valley Center, CA 92082

City/State/Zip

gorsuch.ma@vcpusd.org

Email

PARTNERSHIP AGREEMENT

This Partnership Agreement is entered into this 24th day of May, 2016 by and between the **San Diego County Superintendent of Schools**, herein called the "County" and the Viejas Band of Kumeyaay Indians

herein called the "Participating Tribal Office," who agrees to meet the following responsibilities and expectations:

RESPONSIBILITIES AND EXPECTATIONS

To participate in the Circles of Equity for Native American Youth Community Project and meet the goals and objectives outlined in this agreement.

OVERARCHING GOAL

The overarching goal of the Circles of Equity Native American Youth Project is to improve the educational opportunities and achievement of Native American youth in San Diego County.

Goal 1: Build districts' capacity to create coherent, community-responsive educational systems around college-and-career readiness for Native American youth.

Goal 2: Improve the college-and-career readiness and academic outcomes of Native youth.

Goal 3: Improve student agency and social-emotional outcomes for Native youth.

PERIOD OF AGREEMENT - INCEPTION AND TERMINATION DATES

For the duration of the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school years.

HOLD HARMLESS

The Participating Tribal Office agrees to hold harmless, defend, and to indemnify the County, its officers, agents, and employees against any and all losses, injuries, claims, actions, judgments, and liens arising from, or alleged to have arisen from, the Participating Tribal Office's performance or lack thereof under this Agreement.

ASSIGNMENT/SUBCONTRACTING

The Participating Tribal Office shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Participating Tribal Office agrees to maintain and preserve, until three (3) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

GOVERNING LAW/VENUE SAN DIEGO

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

COMPLIANCE WITH LAW

The Participating Tribal Office shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature by the County Superintendent of Schools or his designee, the Assistant Superintendent of Business Services.

ENTIRE AGREEMENT

This Partnership Agreement represents the entire Partnership Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Partnership Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Partnership Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

By (b)(6)

LORA L. DUZYK

Name (Type or Print)

ASSISTANT SUPERINTENDENT

Title

5-27-16

Date

(b)(6) (place)

ROBERT J. WELCH JR

Name (Type or Print)

Tribal Chairman

Title

5/26/16

Date

33-0409825

Federal I.D. #/Social Security #

Viejas Band of Kumeyaay Indians

Firm Name (Type or Print)

1 Viejas Grade Rd

Street Address

Alpine, CA 91901

City/State/Zip

rwelch@viejas-nsn.gov

Email

Evidence of Capacity

The primary partners in the grant include the San Diego County Office of Education, participating rural districts with Native American populations, and local tribal educational agencies and leaders. The Project Advisor, a respected San Diego county tribal and educational leader, as well as participating Indian educational agency leaders, and representative tribal leaders will assist the Strategic Team in securing representation and participation from each tribe served by the participating school districts in the Equity Project. The San Diego County Office of Education has been a respected and trusted educational partner for decades in San Diego County. The participating school districts are trusted partners in the grant. Likewise, the Barona Band of Mission of Mission Indians has been a respected leader in providing educational grants and opportunities through out San Diego County.

Additionally, the Viejas and Campo educational agencies have not only supported their tribal youth, but have served as respected members of the educational community through out San Diego County. The Kumeyaay Community College will also serve in an advisory role. Similarly, the California Indian Cultural and Sovereignty Center is part of the California State University San Marcos, and is a trusted partner in the state of California. The Center fosters collaborative research and community service relationships between the faculty, staff, and students of CSU San Marcos and members of local Tribal communities, for the purpose of developing and conducting research projects that support the maintenance of sovereignty and culture within those communities.

Evidence of Involvement

San Diego County has more Native American tribes than any county in the United States the tribes are spread through out San Diego County and are served primarily by small school districts. The Circles of Equity for Native American Youth Community Project is designed to unite eleven districts and the numerous tribes they serve, with the facilitation and support of the San Diego County Office of Education, and the guidance of the California Indian Cultural and Sovereignty and the Kumeyaay Community College. The project name is based on the symbol of a circle, which in many tribes represents a space for collaboration, healing, and education. The project design creates a countywide Community Circle, which includes collaboration from district educators, the tribes and their educational leaders, and the parent liaisons. The local Cohort Circles includes collaboration from the district educators, tribal education leaders, tribal parent liaisons and parents, and Native American youth.

The overall project design, and all of the meetings utilize the Design Thinking approach from the *dschool* at Stanford University. Design Thinking is grounded in human-centered and community responsive design. In order to design solutions the Strategic Team will build empathy based on input and feedback from the tribal educational leaders, Native American parents, and Native American youth. These important stakeholders will participate in these meetings at all stages of the grant, helping to design and implement and refine the proposed activities in the Circles of Equity for Native American Youth Community Project.

Research Basis

Based on extensive years of research and program development projects among SDCOE leaders and local school district leaders, SDCOE leaders will provide district leaders, teachers, counselors, Native American educational leaders, and Native American parent liaisons with instructional approaches and tools that are specifically sensitive to the needs of Native American learners through the following broad research-based practices: (1) providing educators with ongoing, high-quality PD and coaching around equity and community responsiveness (Blankenstein, Noguera, & Kelly, 2015, Duncan- Andrade, 2014, Freire, 2015, Muhammad, 2015, Powell, 2012); inclusive of a cultural wealth-funds of knowledge approach (Yosso, 2005; Gonzalez, et al., 2005); (2) improving the social emotional health of Native American youth through trauma informed practices, caring relationships with staff, connectedness to school (Delpit, 1995, Duncan-Andrade, 2014, Payne, 2003; Perry & Svalavits, 2006); (3) promoting high expectations and equitable access in preparing students for college and career pathways (Blankenstein, Noguera, & Kelly, 2015, Singer, 2015, Ritchart, 2015); (4) providing literacy instruction inclusive of formative and summative assessments aligned to the Framework that includes cultural responsiveness and exploration, skill transference, and professional learning communities (August & Uro, 2011; Escamilla, 2009; Garcia, 2009); (5) gathering and using of data to assess progress against CCSS measures through analytic rubrics that enable educators to see the detail of student achievement and target interventions accordingly (Copland, 2003; Gottlieb, 2011; Kruse, 2001); (6) building on student backgrounds, languages, and cultural identities, to enable differentiated instruction that is effective with all students; (Alfaro & Hernandez, 2016; Colombo, 2002; Genesee, Lindholm-Leary, Saunders & Christian,

2005); (7) providing professional development to educators and counselors in promoting student agency in their learning and future (Fink, & Markolt, 2011, Hattie, 2012); (8) providing culturally/community responsive training for district educators and parent liaisons to build bridges between the community culture and the school culture, therefore encouraging family engagement through authentic interest, trust, and respect (Demmert &Towner, 2003, Epstein, 2015, Gaitan Delgado, 2004, Oakes & Maday, 2009).

Continuing Activities

This project will develop the capacity of 11 districts in creating community responsive educational systems and use a trainer of trainer models to assist teachers to utilize best practices and culturally responsive units in educating in Native American youth. The districts will positively impact almost 1,200 Native American students annually.

Additionally, the project will develop the capacity of the district leadership and educators in the integration of community responsive practices, best instructional practices, and assessment for educating Native American youth. The Equity Project's Framework deliverable, *Circles of Equity, a Blueprint for Creating Community Responsive Environments for the Achievement of Native American Youth*, will document the scope of the work for replication and sustainability in transforming educational systems through human-centered, community responsive design for improved educational outcomes and college and career opportunities for Native American youth. Through the collective work of the San Diego County Office of Education's Achievement Gap Task Force, the county, district, community and tribal education leaders will continue to collaborate with and support the participating districts and tribal educational organizations beyond the scope of the grant.

Request for Competitive Preference Priority Three

The Circles of Equity for Native American Youth Project requests a Competitive Preference priority Three for the Indian Education Demonstration Grant.

One of the collaborative tribes on the Equity Project, the Campo Band of Kumeyaay Indians resides in a Promised Neighborhood.

The 15 Promise Neighborhoods planning grantees are (<http://www.ed.gov/news/press-releases/obama-administration-announces-2011-promise-neighborhoods-grant-winners>):

- Mission Economic Development Agency (San Francisco)
- Reading and Beyond (Fresno, Calif.)
- Mercer University (Macon, Ga.)
- Community Action Project of Tulsa (Tulsa, Okla.)
- Elmezzi Foundation (New York)
- South Bay Community Services (Chula Vista, Calif.)
- Black Family Development (Detroit, Mich.)
- Children Youth and Family Services (Charlottesville, Va.)
- CAMBA (New York)
- SGA Youth and Family Services (Chicago)
- Ohio University (Glouster, Ohio)
- Meriden Children's First (Meriden, Conn.)
- Martha O'Bryan Center (Nashville, Tenn.)
- Catholic Charities of Albany (Hudson, N.Y.)
- **Campo Band of Mission Indians (Campo, Calif.)**

The following is information about the Campo Band of Kumeyaay Indians:

- Located on 36190 Church Road, Campo, CA 91906 (619) 478-9046
- Location: Southeastern San Diego County atop the Laguna Mountains.
- Ethnology - Language: Kumeyaay (Diegueño)
- Population: 351
- Acreage: 15,336

California Department of Education (CDE) - School Fiscal Services Division

2016–17 Restricted Indirect Cost Rates for K–12 Local Educational Agencies (LEAs) – Five Year Listing

Rates approved based on standardized account code structure expenditure data

Address questions to sacsinfo@cde.ca.gov, or call 916-322-1770.

As of April 25, 2016

* C = County

CA= Common Administration

D = District

J = Joint Powers Agency

----- A P P R O V E D R A T E S -----				
For use with state and federal programs, as allowable, in:				
2012–13	2013–14	2014–15	2015–16	2016–17
(based on 2010–11 expenditure data)	(based on 2011–12 expenditure data)	(based on 2012–13 expenditure data)	(based on 2013–14 expenditure data)	(based on 2014–15 expenditure data)

County Code	LEA Code	Type*	LEA Name
37	10371	C	San Diego County Superintendent

*Rate revised after original posting.

OLYMPIA D. KYRIAKIDIS ED.D

olympia.kyriakidis@sdcoe.net – (619) 507-6521

PROFESSIONAL EXPERIENCE

SAN DIEGO COUNTY OFFICE OF EDUCATION 2015 - PRESENT

Leader Achievement Gap Task Force (AGTF)

As the Leader for the Achievement Gap Task Force I lead the Superintendent's Task Force in closing the opportunity gap for all students

Key Contributions:

- Lead AGTF Superintendent Meetings
- Design two countywide AGTF Forums
- Design the countywide Language Learner Institute
- Support school district in developing programs for language learners
- Participate in the California Department of Education's Bilingual Coordinator's Network
- Lead the countywide Language Learner Leadership Network
- Lead the countywide Design thinking Project: Transforming the EL Experience Through Design

LAKESIDE UNION SCHOOL DISTRICT 2007-2015

Principal, Riverview International Academy

As the Principal of Riverview International Academy, I led a successful 21st Century, trilingual school.

Key Contributions:

- Developed a Mission, Vision, Theory of Action, and Strategic Plan for the school
- Wrote and obtained Mandarin immersion grant from the CDE, successfully starting Mandarin immersion program with Spanish enrichment
- Led the staff in curriculum and instruction with a focus on best practices for immersion, which led test scores to grow from an API of 772 to an API of 882 with all subgroups hitting their growth targets
- Through the success of the program the enrollment grew from 380 students to current enrollment of 900
- Developed partnerships with the Confucius Institute, Barona Education department, SDSU's language Acquisition Resource Center, and Utah's Foreign Language Acquisition Network
- Wrote and received a \$90,000 grant from Panda Express to implement Covey's 7 Habits program

LAKESIDE UNION SCHOOL DISTRICT Principal, Lemon Crest Elementary School	2005-2007
LAKESIDE UNION SCHOOL DISTRICT Vice Principal, Lakeside Middle School	2004-2005
LAKESIDE UNION SCHOOL DISTRICT Middle School Teacher	2001-2004
LAKESIDE UNION SCHOOL DISTRICT Elementary School Teacher As the Principal of Riverview Elementary School, I lead a unique trilingual	1999 -2001

EDUCATION

- *Ed.D. in Educational Leadership* – San Diego State University (2013)
- *Administrative Credential* – San Diego State University (2004)
- *Master of Multicultural Education* – National University (2004)
- *Multiple Subject Credential with CLAD and Supplemental Authorizations in English and Social Science*– National University (1999)
- *Bachelor of Arts in Liberal Studies* – San Diego State University (1993)

CERTIFICATIONS AND TRAININGS

- 7 Habits of Highly Effective People - 2014, 2011
- Apple Executive Educator’s Retreat – 2014
- Superintendent’s Task Forces on English Learners and Closing the Achievement Gap - 2012 and 2014
- Du Four’s PLC Training - 2012
- Design Thinking at Stanford University – 2012
- SDCOE Dual language Institute - 2007 to 2014
- GLAD Strategies - 2004, 2009
- CELDT Training – 2004- 2008
- SDCOE’s Dual Language Implementation and Next Steps – 2009. 2011
- Write Institute for /English Learners– 2005-2007
- AVID Institute - 2002 -2005

PROFESSIONAL RECOGNITION

- ACSA California Elementary Principal of the Year – 2014
- ACSA San Diego Region 18 Elementary Principal of the Year – 2014
- Delta Kappa Gamma Society Award of Excellence in Education - 2013
- San Diego County Biliteracy Award for Lakeside – 2012
- Confucius Institute Leadership Award – 2011
- PTSA Founder's Day Award – 2007
- Lakeside Union District Employee Award– 2004
- AVID Award of Excellence in Teaching - 2004
- San Diego County Reading Teacher of the Year for Lakeside – 2003

PROFESSIONAL PRESENTATIONS

- International Immersion Conference –October 2014
- SDSU American Language and Culture Camp – 2014
- National Association for Bilingual Education Showcase School Visit – 2014
- ATDLE Principal Panel - 2013
- Confucius Institute Symposium – 2010, 2011, 2012
- San Diego State Chinese Leadership Symposium – 2013, 2012, 2011, 2010
- San Diego County Office of Ed Dual Language Institute – 2013
- San Diego County Office of Ed Red Carpet Tour, 2012, 2009
- California School Board Association – 2012
- American Council Teaching of Foreign Languages – 2009

PROFESSIONAL COMMITTEES

- Foreign Language Acquisition Network in Utah -2010 – present
- SDCOE's Strategic Planning Committee – 2009 – 2014
- International High School Charter – Board President - 2011 to present
- Mandarin Language Academy Director – 2009-2013
- SDSU's Language Acquisition Resource Center Committee - 2013 to present
- Lakeside Union English Learner Advisory Committee – 2004 to present

PROFESSIONAL PUBLICATIONS

Kyriakidis, O. (2013). Transitioning Elementary Schools to 21st Century Environments: A Comparison Study of Three Approaches – Immersion, Design-

Thinking, and Project-based learning. San Diego, CA: San Diego State University.

Kyriakidis, O. (2014). White Paper: Immersion Education in San Diego. San Diego, CA.

REFERENCES

Dr. Stephen Halfaker – Retired Superintendent Lakeside Union School District,

(b)(6)

Dr. Cheryl Ward, Professor San Diego State University, cward@sdsu.edu,
(562)714-5027

Mr. Steve Mull, Principal Lakeside Middle School, smull@lsusd.net,
(619) 838-7511

Mrs. Rhonda Taylor, Principal on Special Assignment, rtaylor@lsusd.net,
(619) 838-8230

Dr. Miriam Met, Language Consultant, (b)(6)

BONNIE LACHAPPA

(b)(6)

EXPERIENCE

PRESENT term ends 2018 - Barona Band of Mission Indians, Councilwoman

- Developed community relations program and helped direct major charitable contributions of financial support and services to dozens of local causes benefiting all San Diegans.

2007 to PRESENT - Lakeside Union School District, Board Member

- Committed to helping ensure that all Lakeside students receive a superior education and believes in the partnership between parents, students and most importantly their District's governing body to realize this goal.

2008 to PRESENT -Barona Education Grant Program, Chairperson

- Created and implemented this grant program to provide educational funding to schools throughout San Diego County to purchase much-needed supplies and materials such as books and computers.

2005 to PRESENT- Lindo Park PTA, Tierra Del Sol PTA, and El Capitan High School PTA volunteered for various roles

RECOGNITION

- Lakeside Citizen of the Year – 2013
- PTA Founder's Day Recipient – 2012, 2008

COMMITTEES

- Mother's Against Drunk Driving (MADD)
- Barona Cultural Center and Museum
- Lakeside River Park Conservancy

Summary

Julie Goldman, College and Career Readiness Coordinator for San Diego County Office of Education, directs and implements state and federal grants, leads 50+ literacy coaches statewide, designs and facilitates research-based professional learning around academic literacy, and creates and manages innovative digital literacy curricula. Throughout her career as a K-16 educator in the U.S. and abroad and a literacy specialist for international companies, Julie has focused her work on improving literacy instruction through transformative leadership.

Work Experience

San Diego County Office of Education, San Diego, CA

Coordinator, College and Career Readiness: The WRITE Institute (11/10 – present; FT)

Consultant, The WRITE Institute (6/08 – 10/10; PT)

Project Specialist, The WRITE Institute (7/02- 06/08; FT)

- Manage, supervise, and evaluate state and federal grants (data and reports)
- Lead and mentor 50+ literacy coaches statewide
- Foster statewide leadership capacity for district and county professional developers
- Direct and develop innovative literacy curricula across the content areas
- Represent programs at local, state, and national meetings and activities

Escondido Union High School District, Escondido, CA

ELD Lead Teacher (12/08 – 05/10; PT)

- Implemented the WRITE Institute’s research-based literacy curricula

San Dieguito Union High School District

Project Specialist (6/00- 6/02; FT)

- Served as an instructional leader on literacy programs (The WRITE Institute)
- Managed, supervised and evaluated state and federal grants (data and reports)
- Developed innovative literacy curriculum (ELD/Spanish for Spanish Speakers)

Mira Costa College, San Diego, CA

Instructor: Sociology (1/97-12/97; PT)

University of California San Diego, La Jolla, CA

Instructor: English and Copyediting (4/99- 6/00 and 1/97-3/97; PT)

Kingwood/North Harris College, Houston, TX

Instructor: English and Sociology (1/98-9/98; PT)

Richland College, Dallas, TX

Instructor: English (8/95-12/95; PT)

Ohio University, Athens, OH

Assistant Resident Director (9/92-6/93; PT)

Feng Chia University, Taichung, Taiwan

Instructor: English and Journalism (9/90-6/91; FT)

Ohio Associated Press, Athens, OH

Journalist (9/88- 6/90; PT)

Selected Consulting Activities

Tanenbaum Center for Interreligious Understanding (6/13, 8/14)

Literacy Specialist

- Created Common Core-aligned documents for K-12 curriculum

InWent Capacity Building International, Germany (05/08-06/08)

Literacy Specialist

- Prepared final Evaluation Report for Peace Education Project in Rwanda

American International Schools, Taiwan, Spain, Argentina

English K-12 Literacy Specialist (9/90 – 6/92; PT)

Official Olympic Committee, Barcelona, Spain

Liaison of Protocol (8/92)

- Coordinated activities for Chinese government officials during the '92 Olympic Games

International Businesses, Buenos Aires, Argentina

Literacy Specialist (10/93-3/95)

- Developed language programs for American Express, Merck, Schering Plough, Sara Lee, and Favoloro Foundation

Consulate of Singapore and Consulate of Gabon, Barcelona, Spain

Technical Writer (10/91-9/92)

Education

Alliant International University, San Diego, CA

Doctorate of Education in TESOL (13)

- Dissertation: *Teachers' Sense of Efficacy in Teaching Second Language Writing to Middle and High School Long-term English Learners*

San Diego County Office of Education, San Diego, CA

California Administrative Credential (14)

Leading Edge Online and Blended Teacher Certification (13)

Intel Teach Certification (12)

Ohio University, Athens, OH

Master of Arts in Sociology (93)

Bachelor of Science in Journalism (90)

- Internship: ABC News, Columbus, OH (89)
- Study Abroad: Merida, Yucatán, México (1/89- 3/89)

National University, Oceanside, CA

Single Subject Teaching Credential in English (01)

University of California San Diego, La Jolla, CA

Teaching English as a Second Language Certificate (96)

Universidad de Barcelona, Barcelona, Spain
Hispanic Studies Certificate (92)

- Rotary International Graduate Scholar

Selected Publications/Conferences

Starlight: Research and Resources for English Learner Achievement, Issue 11 (2014) Research-based Writing Practices for English Learners

Multilingual Educator, (2013) Why Should Writing Drive Common Core Instruction?

San Diego County Office of Education, WRITE Institute, 100+ K-12 writing units

National Association of Bilingual Education (NABE), February 2014: Six High-leverage Writing Practices

Regional Education Laboratory West (REL West) at WestEd, February 2014: Six High Leverage Practices for Content Writing

California Association for Bilingual Education (CABE), 2002-2014 annual presentations

California Association of Teaching English to Speakers of Other Languages (CATESOL), 2004-2014: annual presentation

Selected Volunteer Experience

Anti-Defamation League, San Diego, CA
Education Committee Volunteer (08-present)
Board Member (14- present)

Girl Scouts, Encinitas, CA
Troop Leader for girls in 4th -6th grades (14- present)

Languages

English (native), Spanish (excellent), Chinese (basic)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL (b)(6)		TITLE Assistant Superintendent of Business Services	
APPLICANT ORGANIZATION San Diego County Superintendent of Schools		DATE SUBMITTED May 27, 2016	

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, <i>if known:</i> Congressional District, <i>if known:</i> 4c	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, <i>if known:</i>	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, <i>if applicable:</i> _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): _____ _____	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: (b)(6) Print Name: <u>Lora Duzyk</u> Title: <u>Assistant Superintendent of Business Services</u> Telephone No.: <u>858-292-3618</u> Date: <u>05/27/2016</u>	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

Contract # (IBS Use Only) 15161319	SDCOE CONTRACT ROUTING FORM	Previous Contract #
Agency Contract #		Amendment #

Requesting Department			
Department Name	Learning and Leadership Services		
Contact Person's Name	Olympia Kyriakidis		
Phone	858-569-5397	Email	olympia.kyriakidis@sdcoe.net
Program Name	Achievement Gap Task Force	Program Admin	Alicia Moyer

Contractor Information			
Contractor Name	U.S. Department of Education, Office of Indian Education		
Contact Person	John Cheek		
Address	400 Maryland Avenue, SW, Room 3W207, LBJ Building		
City	Washington	State and Zip	DC 20202-6335
Phone	202-401-0274	Fax	202-260-7779
Email	john.cheek@ed.gov ; indian.education@ed.gov		

Contract Information			
Type of Contract	Expense Contract	Income Contract	Revenue Neutral <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Amendment
Income Contract Requirements	Invoicing	BR Required	Indirect Rate or \$ 9.37%
Purpose of Contract (Provide a Brief description of the goods/services or other relevant contract information)	RFA for Circles of Equity for Native American Youth Community Project for \$1,000,000.		
Term of Contract	From: 01/09/2016		To: 06/30/2020
Contract Amount	\$ 1,000,000	Budget #	
Amendment Amount	\$	Budget #	
		Budget #	

Program Business Specialist III Sharon Curtis		Signature/Date	(b)(6) 5-27-16
Senior Director: Teresa Walter	T. Walter	Signature/Date	5-27-16
Executive Director: Scott Sypkens	S. Sypkens	Signature/Date	5/31/16
Division Administrator Jean Madden-Cazares	J. Madden-Cazares	Signature/Date	5/31/16 For JMC

Purchasing and Contracts			
Purchasing/Contracts Supervisor	(b)(6)		5/28/16
Fiscal/Budget			Date
Remarks			

Sent to Contractor for Signature	
Sent to Dept When Complete:	
W9 Received	
Insurance Received	

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION San Diego County Superintendent of Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Lora"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Duzyk"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Assistant Superintendent of Business Services"/>	
* SIGNATURE: <input type="text" value="(b)(6)"/>	* DATE: <input type="text" value="05/27/2016"/>

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Overview

The Circles of Equity for Native American Youth Community Project, also known as the “Equity Project,” is especially focused on providing professional development and time for schools/districts to transform their educational practices to better serve American Indian/Native American students. Accordingly, a large fraction (about sixty percent) of the yearly budget is found in the *Other* section, representing a substantial investment to ensure a significant and pivotal number of teachers in the region become Equity Leaders, who in turn train a large critical mass of local school/district onsite teachers to better serve the AI/NA students of the county of San Diego. In fact much of the budget is apportioned to provide substitute teachers and/or stipends for school site personnel to dedicate additional work hours to fully engage in the four professional development initiatives:

- Community Circle equity training to empower Equity Leaders to guide changes within their communities
- Cohort Circles coaching training to design and implement local improvement with master scheduling and student placement, data collection/analysis, course design, extracurricular opportunities, etc.
- Literacy Academies to revamp languages arts and history/social studies instruction via research-validated instruction, Common Core standards and other critical state pedagogy reforms advocated per the state curricular frameworks (e.g., [Chapter 9](#) of the California ELA/ELD framework)
- Trauma-Informed Practices for Schools, which capacitates school site faculty, staff and administrators to support and heal students who are living under extreme duress in their homes and communities

As essential partners to schools, SDCOE will specifically lead the Literacy Academy and Trauma-Informed Practices professional development work mostly with **in-kind** services of curricular experts already at SDCOE.

Simultaneously, through contracts managed by SDCOE with nationally renown and effective change agents, such as Dr. Pedro Noguera, and equity reformation coaches, such as CommunityResponsive.org, each of the eleven participating district teams of Equity Leaders will be provided with knowledge and capacity to implement improvements for AI/AN students in their local communities.

1. Personnel

As a contribution aligned to the tenets and the objectives of the grant, San Diego County Office of Education commits to offering (b)(5) in matching **IN-KIND** support time from staff. In fact only a few days of just two SDCOE staff will be funded from the grant to contribute to the professional development. These two staff will deliver six days exclusively for the equity transcript analyses training for school counselors and administrators, as well as the Literacy Academies which will serve hundreds of teachers directly in the communities where San Diego

County's AI/NA students are located, primarily in rural eastern communities, towns and reservations.

Dr. Olympia Kyriakidis, SDCOE leader of the Achievement Gap Task Force and the Dual Language Network, will deliver a minimum of twenty-four work dates per year, **IN-KIND**, to serve as the Project Director of the grant. Much of her duties will center on partnerships and communication between community and school district agencies, organizer of the Community Circle and Cohort Circles, and overseer of the budget. Her total time is valued at no less than (b)(5) **in-kind** time support across the four years of the grant.

Dr. Julie Goldman, SDCOE Coordinator of the WRITE Institute, will serve as Project Facilitator, offering (b)(5) in service per year for training particularly for the Literacy Academies, **IN-KIND**, as a training-of-trainers for Equity Leaders from each of the eleven communities. She will also either co-present or train an SDCOE staff member to lead six more days of support for the language arts improvement work. Altogether her minimum time is valued at a minimum of about (b)(5) per year, or a total of at least (b)(5) **in-kind** time support across the four years of the grant.

Kristen Blake, SDCOE, Coordinator of the WRITE Institute, will serve as project staff, also offering (b)(5) in service per year, **IN-KIND**, as a presenter for the training-of-trainers for the Literacy Academies and potentially the Trauma Informed Practices sessions. Her total time is valued at about (b)(5) per year, or a total of at least (b)(5) **in-kind** time support across the four years of the grant.

Jorge Cuevas Antillón, SDCOE Biliteracy and Language Acquisition Coordinator, will also serve as project staff, (b)(5) in service per year, **IN-KIND**, as training-of-trainers, potentially as a co-presenter for the training-of-trainers for the Literacy Academies, but definitely for the Trauma Informed Practices sessions. His total time is valued at about (b)(5) per year, or a total of at least (b)(5) **in-kind** time support across the four years of the grant.

Shannon Coulter, SDCOE Coordinator of Evaluation Services, will serve as Project Evaluator, providing a minimum of 8 days of evaluation support per year, **IN KIND**, for survey design, data analysis and assessment consultations for AI/NA communities. His total time is valued at about (b)(5) per year, or a total of at least (b)(5) **in-kind** time support across the four years of the grant.

Nora Leyva, SDCOE administrative assistance for the College and Career Unit, will be supporting the project leaders and staff listed above as administrative aide responsible for event scheduling, room reservation, professional development registration, calendar management, and other clerical duties as needed. She is expected to offer (b)(5) **IN-KIND**

office assistance valued at about (b)(5) **in-kind** time support across the four years of the grant.

Bonnie LaChappa, Barona Tribal Council Leader and Board of Trustees Member of the Lakeside Union School District, will be serving as Project Advisor, (b)(5) **IN-KIND** aid to guide and assist the Project Director, Project Facilitator, and Project Evaluator with connections with AI/NA communities, evaluation and dissemination of project activities. It is estimated that her time is valued at about (b)(5) **in-kind** time support across the four years of the grant.

The above names only represent the key core staff for the project. There will be others from SDCOE recruited as the grant is funded to offer in-kind support as well. All the **in-kind personnel** days of the staff listed above already total (b)(5)

A small number of dates for SDCOE personnel from the grant will be budgeted for two purposes: Training/Co-Training of Literacy Academy work onsite and Transcript Analysis training for Equity Leaders..

It is anticipated that a minimum of six days on school sites will be required per year to aid Equity Leaders deliver substantive Literacy Academy training within their communities. Either Dr. Julie Goldman herself will deliver those direct services for cohort circles' training or coach an ad hoc senior SDCOE staff member to provide such high leverage assistance to build capacity of schools and districts to deliver the instructional strategies and academic content from the Literacy Academies. The estimate for those six days of senior staff service are \$620 per day for salary expenses with a 1% salary increase added per year for typical step increases in the salary ladder. In all, for the six days of service for the Literacy Academy work per year, personnel in this category are budgeted at an average \$3,594 per year, or \$14,374 total for the four years (24 days of service) of the grant.

SDCOE also plans to secure a minimum of six days of support, training and coaching from an in-house transcript analysis expert. To ensure equity, equity leaders and counselors from the participating school districts will be taught how to read transcripts and master schedules to discern inequities and improve access so that AI/NA students enter college and career readiness courses that are engaging and supportive. Her personnel time is calculated at approximately \$613 per day, with a 1% salary increase added per year for typical step increases in the salary ladder. In all, for the six days of service for the transcript equity work per year, personnel in this category are budgeted at an average of \$3,551 per year, or \$14,204 total for the four years (24 days of service) of the grant.

2. Fringe Benefits

For the few days of the two SDCOE staff members who are being compensated for their time on the Equity Project, fringe benefits are calculated at an average of 33% for the senior staff member supporting the Literacy Academy and an average of 33% for the transcript analysis expert, according to the class, ranking and year of SDCOE service of the staff. As such, the Literacy Academy personal trainer, offering six days of services per year, will earn about \$1,248 in fringe benefits per year, for a total of \$4,824 across all four years of the grant, whereas the transcript equity analyzer will earn about \$822 per year, for a total of \$3,173 the grant's four years. In total, the entire amount of fringe benefits for the twelve days of service from both personnel total to about \$2,070 per year, for a total of \$7,997 across the four years of the grant.

3. Travel

Travel budget items include only two categories: mileage reimbursement to local schools/districts with AI/AN students and attendance by core project staff to an essential national conference.

Mileage reimbursement. Due to the remote and rural settings where the participating schools/districts are located, is estimated that the Project Director, Project Facilitator, and any one of the two coordinators involved with the project will be each traveling an average of 222 miles per month across nine months of the year, at \$0.54 per mile allowance per SDCOE policy, or roughly \$120 per person for up to three project staff each month during the school year. Because the county is large and varied in distribution of schools in rural communities, the distance to the communities ranges from a low of about 18 miles round trip from SDCOE up to a high of 130 miles round trip. The figure of an average of 222 miles per month was drawn from estimating the average of the highest and lowest range (74 miles) and assuming at least 3 trips equaling that average each month. In reality some months will require more travel and some possibly fewer, but 222 miles was deemed to be a fair estimate given average miles traveled currently to assist rural schools where AI/AN students currently live. Consequently, the presumed maximum mileage each year equals \$3,240 per year, for grant total of \$12,960 over the four years of the grant for almost 24,000 miles expected to be traveled to directly serve county AI/NA school communities through Project Equity.

National Conference attendance. In order to maintain high quality of service and to make connections with additional services of interest to AI/NA students, the Project Director, Project Facilitator, and one key guest from the Community Circle group will attend critical national conferences about transformative change for school communities, such as the Council of Great City Schools yearly conferences focused on indigenous languages and other topics relevant to AI/NA students. Travel for each conference is estimated at \$500 for air travel fare, \$100 for ground travel, \$400 for conference registration, \$200 for meal reimbursements and \$600 for hotel stays for three to five day conferences, adding up to a total of \$1800 per person per year, for a grand total of \$7,200 over the four years of the grant.

4. Equipment

Equipment needs are modest for the project. Only one category of equipment is expected to be purchased and only once during the first year: remote printers. It is anticipated that all core project staff will be using their own already-issued computer equipment from SDCOE, and thus only need the ability to print out documents on project sites during training, coaching and consulting dates for schools/districts. Either eleven low end wireless portable printers will be purchased (one for use by every school district community) or three high end portable printers will be issued for the three core project staff to use at every events and support dates. Thus each printer will either be an inexpensive model for about \$130 per community [such as a Canon MG7720 Wireless All-In-One Printer with Scanner and Copier, or a Canon Pixma], or \$478 per project staff [such as a HP H470wbt Officejet Mobile Printer], for a total of \$1,434. Equipment purchases are to be made solely during Year I because it is assumed that the equipment will be well-maintained to last the four years of the grant.

5. Supplies

Supplies for this project refer to printing paper versions of the units of study, general classroom supplies for teachers such as markers, blue tape and poster paper, as well as a reduced-rate internet subscription to the common-core-aligned units of study per year for each site.

The bulk of the materials will be distributed to the eleven school districts participating in the grant by way of the thirty-three equity leaders. Estimates for printing and paper version of resources needed for the grant professional learning are at \$76 per year per person. Moreover, it is anticipated that each equity leader will need a minimum of \$38 of office/school supplies for the leadership and training work they will conduct in their communities. In addition, each participating site will have complete access for each unit of study produced through the Literacy Academy for grades K-12 at about one third the normal cost to cover simply the technology maintenance costs at \$375 (rather \$1000 normal charge per site) while still having access by way of the internet site subscription to all materials that continue to be developed across the years.

As such printing of the paper versions of the units of students total \$228 per school site equity team multiplied for eleven project sites results in about \$2,508 per year, for a grand total of \$10,032 for printed instructional materials across the four years. The office and classrooms supplies needed for each school site equity will be \$38.20 per each of the thirty-three Equity Leaders results in a cost of \$1,260.75 per year, for a grand total of \$5,043 for the four years of the grant. In additional, \$375 per site for each of the eleven project sites equals \$4,125 per year, or \$16,500 across all four years of the grant. It is assumed that after the grant concludes the school will choose to access the internet materials from their own working budgets or download their

own versions to keep and print perpetually into the future for the life of the current state content standards.

6. Contractual

A key strategy for significant improvement of how the eleven school district communities serve AI/NA students is to involve them in a Community Equity Symposiums. These contracted events will feature powerful and influential speakers who outline why and how schools can and should be transformed to meet the needs of local students. SDCOE has already had success in influencing positive changes in urban districts with Equity Symposiums downtown but Project Equity will take the work directly to the rural east. Renown change agents such as Dr. Pedro Noguera, will be featured in our local AI/NA communities, with symposiums featured geographically in three remote/rural areas where AI/NA students live to ensure that the larger community can attend to collaboratively attend the professional learning as well as offer their own break-out sessions to inspire their local educators. The cost to contract for these nationally recognized organizations to organize events in three communities is predicted to be \$8,250 per symposium (speaker fees, lodging and travel expenses), for a total of \$24,750 per year, or \$99,000 across the life of the project. The goal would be to offer the symposium event free to the eleven participating school districts, drawn in by the reputation and record of influence each of the speakers.

To support the local transformation that each school/district must make to improve the education of AI/NA students (e.g., better data monitoring and counseling for AI/NA students, elevating instruction through stronger common core curriculum, increasing the proportion of students successfully completing A-G college entry requirements, transforming school projects to be more culturally responsive and life affirming, etc.) each community will also be provided contracted coaches with expertise in equity. These coaches will provide direct support to the equity teams of each school district community, empowering the teams to lead meetings and initiatives known as the Cohort Circles. The contracted coaching is estimated to cost possibly \$2,500 per day (contracted coaches' fees, lodging and travel expenses), for each of twelve days of service (3 days in preparation before each cohort circle with the project core staff, and 3 days of service at each of the three cohort circles) across all of anticipated nine days of cohort circles across the region, for a total of \$30,000 per year, or \$120,000 across the four years of the grant.

7. Construction

Not applicable.

8. Other

The vast majority, about sixty percent of the entire budget for the project, is dedicated to teacher and counselor substitute teacher days or stipends for participants, either for community equity leaders or school site participants, to engage in professional development. The large investment in their time is intended to produce local community leaders of the equity work for their schools/districts. The expectation is that by ensuring that individuals of the local AI/NA communities are directly involved and accountable for the educational outcomes of their indigenous families, the results of the project will endure and transcend past the years of the grant.

The largest fraction of the Other category, and of the grant as a whole, is for the securing of substitute teachers to enable up to 20 teachers per school district community, or a possible total of 220 educators who teach AI/NA students in our community to attend the various essential professional learning sessions (the Community Equity Symposium, the Literacy Academies, the Cohort Circles and the Trauma-Informed Practices.) It is estimated that substitute teacher will cost \$125 for up to 220 site teachers to attend at least two days of sessions, or \$55,000 per year, for total of \$220,000 across the four years of the grant. It may be that some of the local school districts will choose to send fewer teachers to more of the events, depending on their total school site faculty size, but whether they choose to release fewer to more sessions (e.g., perhaps 110 teachers for four days of professional development to support 10 core teachers per school site) the amount of substitute funds are designed to reach a critical mass of each school district community's educators.

Stipends for teachers and school counselors, who will become equity leaders for their community to offer the professional learning events on site, are the next largest proportion of the Other category at \$41,250 per year, for a total of \$165,000 across the four years of the grant. It is assumed that each equity leader will need to spend at least tens days of work time during the summer, vacation and weekend days to prepare for the professional development at their site. A modest stipend of \$125 per day (equivalent to a substitute teacher day if needed instead) has been budgeted for ten days of service from each of the thirty-three equity leaders (3 leaders for every one of the eleven school district communities).

In order for the local equity leaders to be trained to support transformative changes at their school sites, they must attend an orientation day and seven days of professional development [minimum total eight days for the orientation (1 day) Community Equity Symposium (3 days), Literacy Academy (2 days), Trauma-Informed Practices (2 days)], each of them will be provided substitutes at \$125 per substitute day. Multiplying \$125 for subs, for eight days of thirty-three equity leaders, the budget has set aside \$33,000 for equity leaders substitute teacher dates, for a grant total of \$132,000 across the four years of the grant.

Because securing meals during breaks in a rural area can disrupt the flow of attendance and participation at a professional learning event, meals will be catered for the equity leaders participation and the site teachers participation at every session. During year in breakfast and lunch costs are expected to be at \$21.49 per person in Year I increasing slightly each year to possible \$22 per person by Year 4. At least eight days of meals are anticipated for the professional learning sessions of the thirty-three equity leaders for a total of \$5,672 per year, whereas at least two days of meals for up to 220 site teachers participating in professional learning for a total of \$9,454 per year. In total meals to all educators to avoid time loss during professional learning events are anticipated to equal \$15,126 per year for a total of \$60,054 across the life of the grant. All meal costs must fit within the established maximums the SDCOE Board of Education approves each year. Caterers will be local, and meals will be healthy to contribute to the well-being of the AI/AN communities.

A small amount will be needed to reserve meeting/training spaces for professional learning of the Literacy Academies and the Trauma-Informed Practices sessions at a local university. The figure is calculated at \$200 per event space for a minimum of 16 days equally \$3,200 per year, or \$12,800 across the four years of the grant.

9. Total Direct Costs

The sum of expenditures, per budget category, of lines 1-8, is as follows:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	AVERAGES
1. Personnel	\$6,966	\$7,603	\$7,179	\$7,397	\$0	\$28,578	\$7,144
2. Fringe Benefits	\$1,950	\$1,970	\$2,007	\$2,070	\$0	\$7,997	\$1,999
3. Travel	\$8,640	\$8,640	\$8,640	\$8,641	\$0	\$34,561	\$8,640
4. Equipment	\$1,434	\$0	\$0	\$0	\$0	\$1,434	\$359
5. Supplies	\$7,887	\$7,887	\$7,887	\$7,914	\$0	\$31,575	\$7,894
6. Contractual	\$54,750	\$54,750	\$54,750	\$54,750	\$0	\$219,000	\$54,750
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$147,576	\$147,731	\$147,938	\$147,938	\$0	\$591,183	\$147,796
9. Total Direct Costs (lines 1-8)	\$229,203	\$228,014	\$228,401	\$228,710	\$0	\$914,328	\$228,582

10. Indirect Costs

The indirect cost rate are set at 9.37%, totaling as follows:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	AVERAGES
10. Indirect Costs*	\$21,476	\$21,365	\$21,401	\$21,430	\$0	\$85,672	\$21,418

11. Training Stipends

Not applicable.

12. Total Costs

The sum total of direct costs and indirect costs is as follows.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	AVERAGES
10. TOTAL	\$250,679	\$249,379	\$249,802	\$250,140	\$0	\$1,000,000	\$250,000

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Olympia	Middle Name:	Last Name: Kyriakidis	Suffix:
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Address:

Street1:	6401 Linda Vista Road
Street2:	
City:	San Diego
County:	
State:	CA: California
Zip Code:	92111
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
858-569-5397	

Email Address:
olympia.kyriakidis@sdcoc.net

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

San Diego County Superintendent of Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	6,966.00	7,036.00	7,179.00	7,397.00	0.00	28,578.00
2. Fringe Benefits	1,950.00	1,970.00	2,007.00	2,070.00	0.00	7,997.00
3. Travel	8,640.00	8,640.00	8,640.00	8,641.00	0.00	34,561.00
4. Equipment	1,434.00	0.00	0.00	0.00	0.00	1,434.00
5. Supplies	7,887.00	7,887.00	7,887.00	7,914.00	0.00	31,575.00
6. Contractual	54,750.00	54,750.00	54,750.00	54,750.00	0.00	219,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	147,576.00	147,731.00	147,938.00	147,938.00	0.00	591,183.00
9. Total Direct Costs (lines 1-8)	229,203.00	228,014.00	228,401.00	228,710.00	0.00	914,328.00
10. Indirect Costs*	21,476.00	21,365.00	21,401.00	21,430.00	0.00	85,672.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	250,679.00	249,379.00	249,802.00	250,140.00	0.00	1,000,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 9.37%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S299A160071

Name of Institution/Organization San Diego County Superintendent of Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(5)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524